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AUTHOR Villanueva, Carmelita L., Comp.; And Others
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ABSTRACT

Thirty-one models on population education for teacher training, evaluation of training, and values clarification are presented in this report. Some models were developed in the United States and others were designed by educators in the Philippines. The objective of the report is to compile the models as a guide for population education program development in the Philippines. The report is presented in three major sections. Section I offers seven workshop models and strategies for teacher training in population education. Developed by administrators, teachers, and supervisors, the seven models include self-development and mobile approaches. The models focus on clarifying the roles and skills of administrators and teachers in implementing population education programs. Section II presents 11 models for evaluating teacher training in population education. Some of the models are to be used in evaluating the training schemes described in Section I; others are more general strategies developed by sources including the United States Civil Service Commission and Daniel Stufflebeam of the Ohio State University Evaluation Center. Section III offers 13 strategies for values clarification in population education. These encompass human sexuality, contraceptive use, family size, and delayed versus early marriage. (AV)

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Population Education Research Utilization (Cycle 2)

Reprint Series No. 1

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POPULATION EDUCATION
Models And Strategies

- On Teacher Training Schemes
- On Teacher Training Evaluation
- On Value Clarification

Designed and Prepared by:

- Various Education and Research Experts
- Population Education Research Utilization Conference-Workshop Participants
  - Practitioners' Conference April 27–30, 1976
  - Administrators' Conference June 15–18, 1976

Compiled and Edited by:

Carmelita L. Villanueva
Norma Muñoz-Paraiso
Ann Loreto Tamayo
(PopEd Research Utilization Staff)

Jose Luis Ledesma,
Director
Population Information Division

Population Center Foundation
South Superhighway, Rizal

SP 011 617

INTRODUCTION

This is the first of a series of reprints produced by the Population Education Research Utilization project of the Population Center Foundation. The sources for this and succeeding reprint series (which may take the form of research results, reports, models and strategies) are the following: a) relevant spin-offs from literature search; b) extracts from literature reviews; c) proceedings of research utilization conferences and workshops.

These materials constitute a take off from various stages of the Population Education Research Utilization process. Prior to publication, they were reviewed and analyzed (and in some cases drawn up) by selected population education professionals and conference participants -- practitioners, administrators, policymakers, and researchers.

Revolving around the problematic issue of teacher training in population education, this Reprint Series includes models and strategies on three crucial issues: a) teacher training schemes; b) evaluation of teacher training; and c) value clarification. All the population educators deemed these three issues crucial to the implementation of the population education program. Consequently, the models and strategies attempt to offer alternative solutions to these three problem areas.

The models and strategies are divided into two groups per topic. The first group was taken from the literature review which served as a springboard for discussions during the series of second cycle research utilization conferences. The second group is derived from the results of the workshop sessions for practitioners (teachers and supervisors) , held in April, and administrators (principals, supervisors, and superintendents), held in June.

The models included in the literature reviews were designed by various experts and authorities in the field of education and research. These served as basis for discussions and reactions during the practitioners' and administrators' workshops. The participants compared and analyzed these alternative models and strategies for conducting teacher training, evaluating teacher training program and clarifying values by testing each model's workability against their own experiences and conditions in the field. The final utput of this analysis consists of new, improved, ref ed or eclectic versions of these models and strategies.

To ensure proper utilization in the field, workability and suitability were the main considerations which guided the participants in designing these models and strategies. Seen in this light, the Population Education Program staff of the Department of Education and Culture recommended publication, dissemination and utilization of these models and strategies to all school divisions in the country.

The first set of models and strategies on teacher training schemes was compiled and edited by Ann Loreto Tamayo, research assistant of the Population Education Research Utilization project. These models were designed by three groups of practitioners (teachers and supervisors) and four groups of administrators (principals, supervisors, and superintendents).

All of the seven workshop models basically adopt an eclectic approach, combining the essential features of the three training schemes presented and discussed in the literature reviews. These are: a) superordinate training, constituting a superior-subordinate relationships; b) peer training, using a teacher-to-teacher structure, c) and the modular approach, characterized by the use of self-instructional materials.

Most of the workshop models however, are principally structured around the framework of the newly adopted revised training scheme. As a result, most of these designs largely constitue a modification, reinforcement or refinement of the revised training scheme as best suits local training conditions. Modifications made focus on provisions for an easier implementation of the revised scheme on the local levels.

The second set of models and strategies for evaluating teacher training was compiled and edited by Norma Muñoz-Paraiso, Technical Writer of the PopEd RU project. The models come in two sections - the first section of models and strategies was designed by research and evaluation experts, while the second section was drawn by conference participants, e.g., practitioners and administrators.

Although the models in the first section were not specifically designed for the evaluation of teacher training, they may readily be applied for this purpose. The models vary in emphasis but point to the common principle; evaluative information gathered at any point in time should be fed back to the training process.

The models in the second section were principally based on what conference participants had internalized from research studies on training evaluation. While most of the models are adaptations of one or several approaches, a few are unique in themselves. The practitioners' workshop models were

constructed to fit the teacher training schemes proposed by each group. The administrators' models, in contrast, were designed to effectively evaluate the operations of the Revised Training Scheme.

The last set of models and strategies, dealing with value clarification, was compiled and edited by Carmelita L. Villanueva, project director of the PopEd R[illegible] project. It is divided into two sections. The first includes models and strategies drawn up by various education and research experts; the second includes seven models and strategies designed by conference participants, e.g., practitioners and administrators.

Most of the value clarification models in the first group were derived from foreign materials and adapted for population education by Dr. Leonardo de la Cruz of the Univesity of the Philippines College of Education. These models and strategies were chosen on the basis of how they compared to or differed with the following variables: a) cognitive vs. affective; b) student-centered vs. teacher-centered; c) value teaching vs. value processing; and d) classroom vs. self-instruction; writing vs. structured discussions vs. simulation.

After testing which of the variables or conditions proved most effective in value clarification, the workshop participants designed their own models and strategies. You will note that most of these models are modifications, improvements or reinforcements of the first group of value clarification models, taking into consideration particular Philippine classroom conditions.

We hope that the first volume will provide training practitioners and administrators in population education program with sufficient theoretical and conceptual bases for choosing the most feasible models to solve problems. At this point, the trainor or the teacher is free to choose from these alternative models, for he alone is aware of the conditions prevailing in the training and teaching situation.

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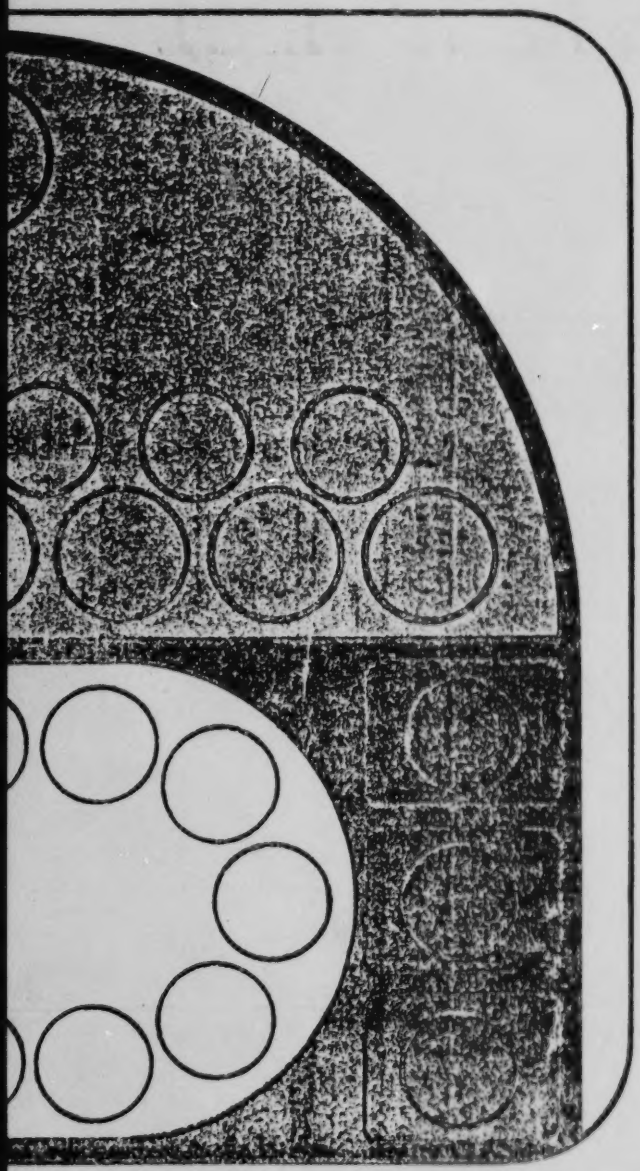
teacher training schemes in population education



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ECLECTIC TEACHER TRAINING MODEL
GROUP I ADMINISTRATORS' WORKSHOP MODEL

The model we are presenting uses an eclectic approach combining the 3 schemes - superordinate, peer, and modular approach.

a. STT's will train the district supervisors, elementary and secondary school principals, secondary department heads, and peer trainers in a 5-day program.

b. District supervisors, elementary and secondary principals, secondary heads who have previously undergone the 5-day STT training program will undergo a 3-day reorientation program.

In both training programs, available modules will serve as supplementary resource materials.

A group of district supervisors and principals may be selected during this training to constitute a mobile training team that will visit schools that are in need of its assistance.

The peer teachers to be trained should be chosen according to the following guidelines:

a. As much as possible, the peer teacher should be selected by the trainees.

b. He should be one who has demonstrated a positive attitude, dedication, and leadership.

c. He should possess the necessary communication skills.

d. Others

The 40-hour school level training program to be attended by the teachers will be structured according to local conditions. It can be:

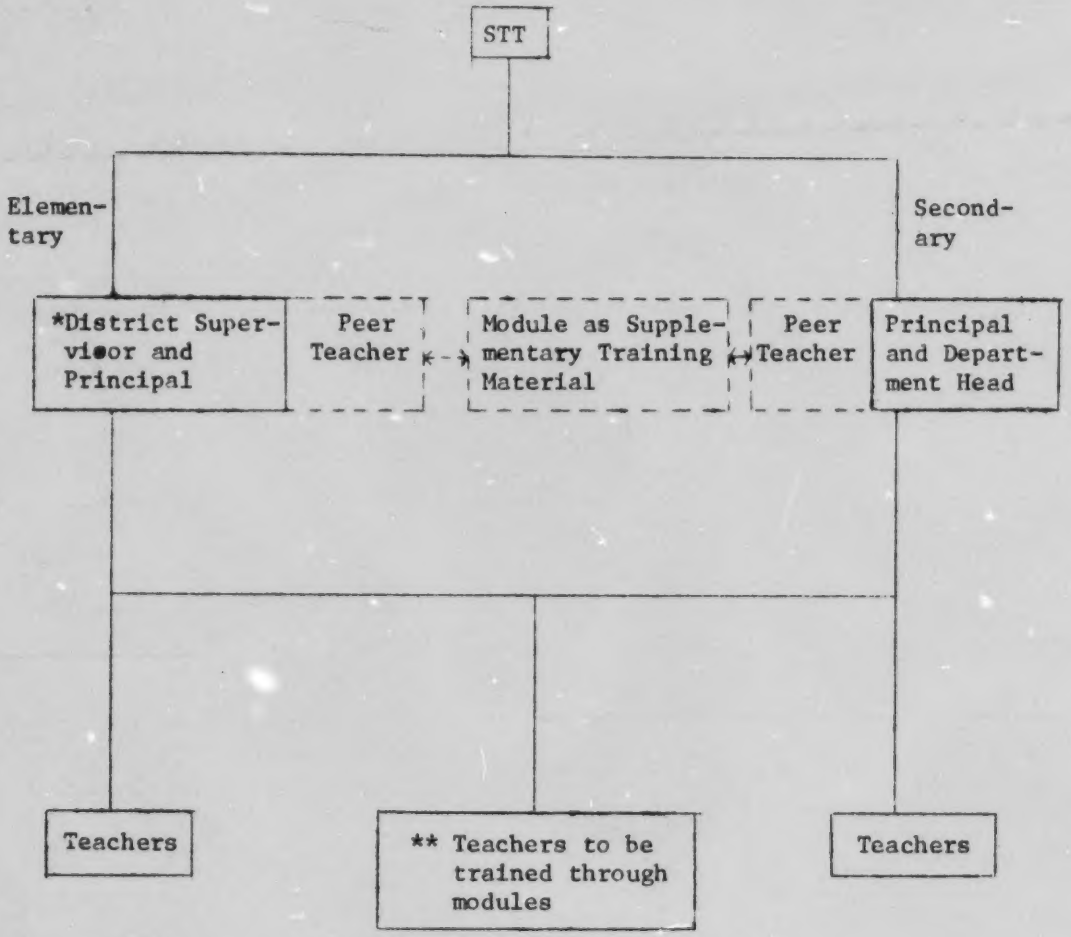
a. continuous program

b. staggered program

c. other structures

After the regular training, the teachers should attend more demonstration lessons on the integration of population education into the different subject areas to increase their competence.

Teacher Training Competence
Classroom Implementation



* Selected superintendent/principal will serve as mobile team

** Self-study, monitored by district supervisor, principal, department heads, or peer.

KISTA Teacher Training Model
Group II Administrators' Workshop Model

The Population Education thrust evolves from a new Department Memorandum No. 144 dated May 28, 1976, which accelerates the training needs toward a goal of 100% of the teaching personnel by the summer of 1977. At most only about 20% have been trained to date leaving 80% to be attended to by the end of the time table.

The training program adopted by the group is essentially developmental in nature. From the basic training of teachers it becomes a follow-through re-training program, reinforced by subsequent enrichment trainings. While quantity seems to be the over-riding factor, quality has been built into the design of the training. Attitudinal and behavioral changes are crucial components in the projected and results of the training scheme.

The training program considers the present demands which could be expanded into the future. It includes the non-school populace; the out-of-school youth and adults; citizens of the community whether literate or illiterate reachable through the trained special class of teachers; and the adults and community teacher-coordinators within the system. It also provides for a continuing, periodic enrichment training for all division levels when the Population Education Program of the DEC shall have ceased direct training by 1977.

The projected training schemes become effective only when the committed support of administrators are forthcoming. Their educational leadership in an integrated training program in the divisions is vital in making the Population Education position possible and feasible. This integration serves the needs of other training areas during the school year.

In the above proposed training scheme on the division level the group presuposses that the school division has two sets of STT's -- one set for the training of district supervisors and elementary school principals and head teachers -- and that there are trained and untrained school administrators and classroom teachers.

The STTs train the school administrators of both the elementary and secondary levels. From among these administrators the superintendent of schools selects competent district supervisors and elementary school principals to train the secondary school teachers.

The number of teams and the duration of training periods depend upon the number of teachers untrained for both levels. Training period may cover five to seven days.

Administrators not chosen by the superintendent to compose the MOBILE TEAM will have to make the so-called follow-through in order to find out if those already trained are using their skills. The others may also serve as resource persons in the actual training along their own competence and line of specialization.

p 3

Teachers who have not undergone training will be the subject of the training course - the basic training.

The training staff or MOBILE TEAM A consists of selected competent supervisors, head teachers, department heads and competent classroom teachers with STT's as facilitators.

The Basic Training for untrained teachers is to be conducted within the 1st Semester, starting July to October, 1976. The training course may take a 3-day - 5-day - 7-day - 8-day or a staggered time schedule as the case may be, depending on local conditions, provided the 40-hour requirement is met.

For the months of July-August we would like to propose a training for trainers as mentioned by my associates.

If the division is divided into two zones at least 1/2 or 50% of the untrained teachers will be trained on or before the end of October and the remaining 50% on or before December, 1976. In other words, we shall be able to train all untrained teachers towards the end of December, 1976.

If necessary, we may divide the Division into clusters to facilitate training and insure maximum coverage of population education - trained teachers as suggested in Department Memorandum #144, 1976 regarding Implementation of the Revised Training Scheme in Population Education.

On cost effectiveness the group felt that the training period shall be shortened because it could be done simultaneously and even individually by congressional zones or clusters.

The Development-oriented group focuses on these module schemes as a TRAIN ALL perspective. With this in mind, nobody is left out untrained.

You have seen our module starting from:

A. Training STTs (division level)

B. Teacher Training

1. Untrained - graduates prior to 1977
2. Newly appointed teachers

C. Time Line - MOBILE TEAM

1. Basic Training - July-August
2. 50% - Sept-October
3. 50% - Nov-December
4. Division Clusters - 100% trained teachers

From this Springboard - we now summarize - THE ADMINISTRATOR AND TRAINERS DEVELOPMENT PROGRAM.

1. Division CORE OF TRAINERS - PEER Training and Module
   (selected STTs, Supervisors, Head Teachers follow-through enrichment procedure)

2. STTs - Reorientation - National Training Team trainers (national level)

3. TOP-LEVEL ORIENTATION - Regional Division Staff and Commitment for Regional Program for Coordinators, Superintendents and Heads of College

The team in short has designed the ABCDE approach.

We are Aware of the progarm
We Believe this program
We are Committed to this program
We must Do it now, tomorrow is too late
From feedbacks we can Evaluate - then the cycle.

The trainees' count includes both untrained and trained teachers. Applicants who graduated from Teacher Training institutions on or before 1975 are included in the untrained group which will undergo basic training on or before summer of 1977. Teacher applicants who graduated after 1975 are considered trained because they are expected to have earned units in Population Education in College.

The whole training program consists of 3 phases. These are:

Phase I - Basic training is given to deepen awareness of teachers of the population situation in the micro and macro levels. This seeks to develop change in attitudes and behavior towards the implementation of population concepts. It also aims to develop teaching competence in teachers of said population concepts. The training is done by the trainers mentioned and described in the first model. In this phase, 100% of all teachers shall have been trained by summer of 1977 or before.

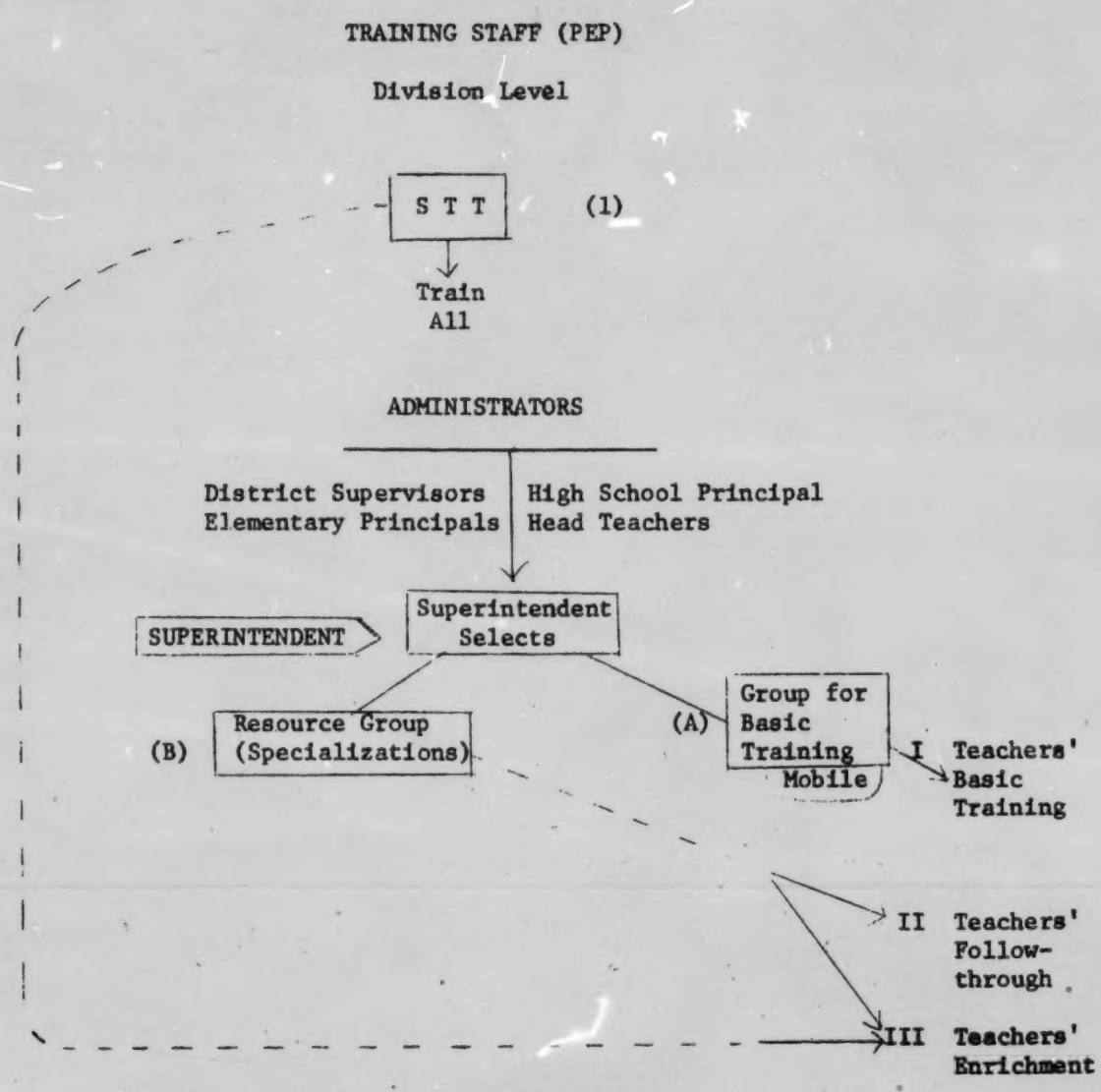
Phase II covers the follow-through training which aims to provide an in-depth study of population concepts and further strengthen the development of behavior and attitude change. This training is recommended in Divisions where almost all of the teachers have already been trained. There is a felt need for a follow-through training to update teachers' knowledge and teaching competencies. This can be done for a shorter period of time with the modular and peer approaches. It is suggested that the training be scheduled at the beginning of every rating period. Content covered should include only those that are expected to be taught for that particular rating

period. In a follow-through training, it will be more effective if the participants will be allowed to meet for half a day to familiarize them with the objectives and coverage of such training and to identify their problems and possible solutions to be offered by the group. After the half-day sessions, participants are allowed to return to their respective stations to continue learning through modules and/or peer training. At this period, the district supervisor visits them to give needed assistance. This is a continuing process.

Phase III provides enrichment training, characterized by identifying and using teachers' potentials to prepare supplementary teaching aids, modules suited to local needs, and enrichment activities of existing teaching guides. Trainees may make a critique of the training program materials. Fellowship study tours may be conducted. Such training program scheduled by semesters may last for only a day. The trainers, staff and resource persons are involved in conducting such trainings. This is a continuing program.

It is to be emphasized that while quantity is the focus for this school year 1976-77, the 3 phases of training will take care of ensuring quality training.

Target audience for such a training scheme includes in-schoolers and the non-school population made up partly of out-of-school youth and the adult literates and illiterates. The model shows that non-school population should be introduced to population education because the group believes that the number of non-schoolers is much greater and therefore, expected to exert a great influence on the in-schoolers.



ADMINISTRATORS' AND TRAINERS' DEVELOPMENT PROGRAM

(4)	TOP-LEVEL ORIENTATION PROGRAM for Regional Coordinators, Superintendents, Heads of Colleges	Regional Director Staff & Consultants
(3)	STT Training / REORIENTATION National Level	National Training Team
(2)	DIVISION CORE OF TRAINERS Selected STTs, Supervisors, Head Teachers	Peer Training and Module
	Follow-through Program / Enrichment Program	

TEACHER TRAINING

TRAINEES / COUNT		TRAINING PROGRAM / DESIGN			
				STAFF	TIME
Applicants Pre-service before '77	UNTRAINED TEACHERS #___	I BASIC TRAINING	Awareness and Basic PEP Teaching Competence; Attitude Change	with TEAM (A)	100% by Summer 1977 or before Cost Entailed
Pre-Service after '77	TRAINED TEACHERS #___	II FOLLOW-THROUGH	In-Depth Study of Population Concepts - Module Behavior Change - Peers & Resource Persons	with Peers and Team (B)	TIME Continuing Cost Entailed
		III ENRICHMENT	Production Workshops	with Resource Persons and Team (B)	TIME Continuing Cost Entailed
Classroom Teachers ACETC	Target: 100%	QUALITY TRAINING			

TARGET AUDIENCE → School and Non-School Population OSY and Adults, Literate, Illiterate

8

TIME LINE

MOBILE TEAM (A)

↓

Basic Training

for

UNTRAINED TEACHERS

WITHIN FIRST SEMESTER

(July to October)

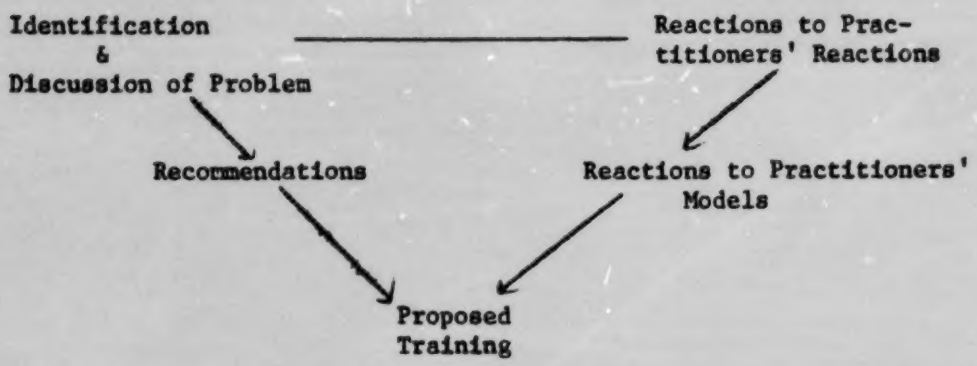
July - August: Training for Trainers

September - October	50% of Zones In a Division	CLUSTERS	100%
November - December	50% of Zones In a Division		

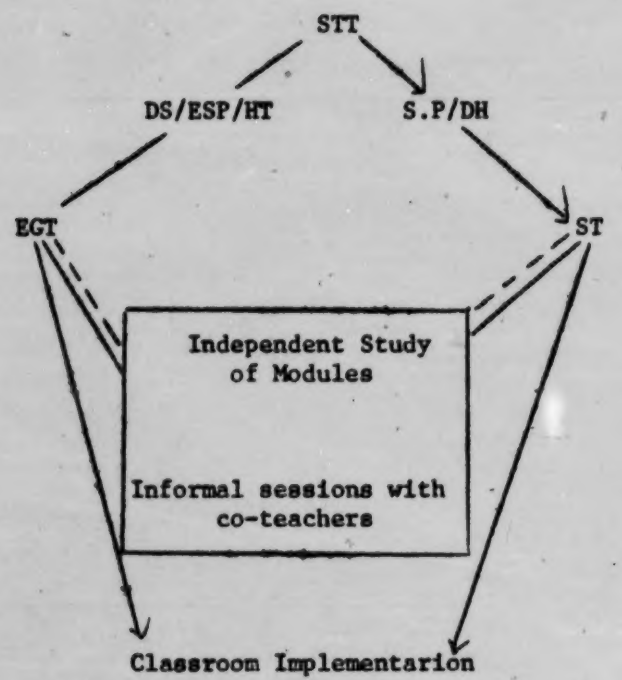
TRAINED TEACHERS

Self-Development Training Approach
Group III Administrators' Workshop Model

I. How the Model was evolved:



II. The Proposed Training Scheme Model



---- when modules are available

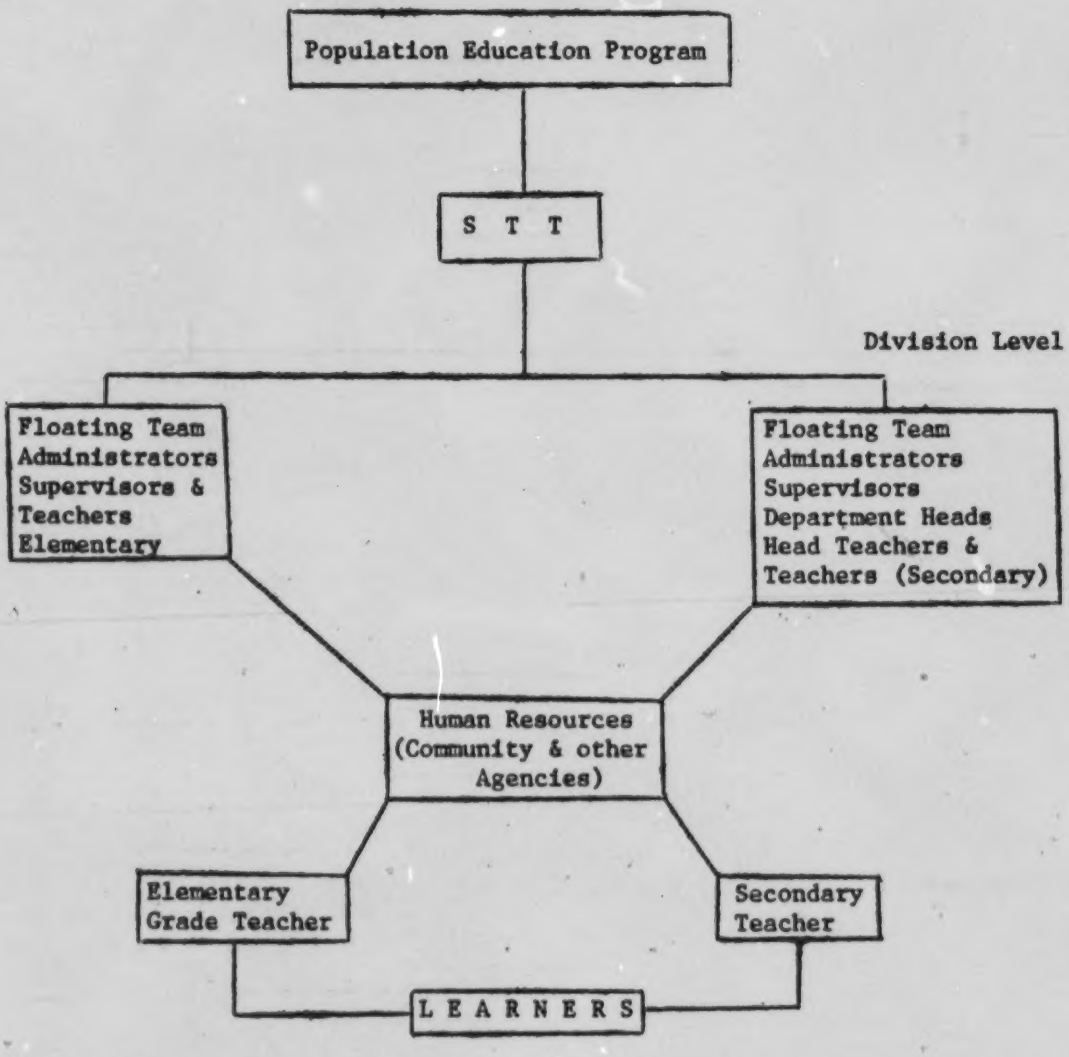
III. How to go about the Model

Steps	Time Target	Persons Involved	Materials	Cost	Site or Venue
1. Enjoing STT's on a self-development program on training skills and strategies	Before training DS/ES-HT and SP/DH	STT's	Available Materials	-	School or Home
2. Train all DS/ES-HT and SP/DH with emphasis on content	5 days straight sessions	STT's (2-4) and as many resource persons, discussants available	Training Manual & Teaching Guides	Provided	Division
3. Re-orient all DS/ES-HT and SP/DH with emphasis on training skills and strategies	3 days straight sessions	STT's DS, ES, HT SP, DH	Training Manual Teaching Guides Materials on the Mechanics of some training strategies	Mimeographing of readings on strategies	Division
4. Encourage DS/ES/P/HT SP-DH to go on a self development program (content & skills)	Any time before actual training of teachers	DS/ESP-HT SP-DH	Available materials, modules when available	School Board Fund	Home or School
5. Provide materials for a poped materials bureau either on a school or district level	Before training periods	STT's, Administrators, Librarians, Teachers, Parents	Magazines, thesis Pop. Ed literature , write-ups	-	School or district libraries
6. Utilize or select the more competent DS-ESP to train EST.	A month before training	STT, DS, ESP	Available	-	District

Steps	Time Target	Persons Involved	Materials	Cost	State or Venue
7. Utilize all SP & DH including the services of STT's and resource persons to train secondary teachers	A month before training	STT's, SP, DH, Resource Persons	Available		High Schools
8. Second capsulized readings on the goals and rationale of PEP	A week before training	School Administrators, Teachers	Memorandum readings	Minimal	
9. Orient teachers on their role expectations after the training - thru meetings, group discussions, or buzz sessions	A week before training	Teachers, School Administrators	Memo Experiences	None	
10. Train teachers with emphasis on their role as implementors of the pop. ed. program	5 day - 40 hr. straight sessions or staggered 40-hr. period	STT's and recommended trainers, resource persons	Manual Guides	None	School or District
11. Distribute modules for enrichment and to check shortcomings of formal training	Anytime after training and before the actual classroom implementation	Teachers	Modules	School Board what feasible	School

Mobile Training Approach
Group IV Administrators' Workshop Model

A review of the different schemes designed by teachers and supervisors in a workshop held from April 27-30, 1976, shows group agreement with the objectives, the contents and strategies. The flow of activities was revised and simplified as follows:



1. The floating team consists of competent administrators, supervisors, and teachers who may go from one school to another or from one district to another to train the teachers, both on the elementary and secondary levels. There may be more than one depending on the number of untrained teachers. The floating team may be replenished as the training goes on, thus, minimizing the withdrawal of the members from their respective posts for a long time. This will also take care of members who may be transferred, promoted or retired.

2. The length of the training should be increased to at least seven days to give the teachers enough time to evaluate the demonstration lessons that try out the units.

3. The training may be held continuously or on a staggered basis.

4. If and when the modules come early in 1977, the modified scheme can be adopted after an orientation on their use by the proper people.

Tri-Scheme Approach
Group I Practitioners' Workshop Model

I. Objectives:

Long term: To train the greatest number of teachers in the shortest possible time using the tri-scheme approach;

Immediate:

A. Knowledge

1. To deepen teachers' awareness of the population situation on both the micro and macro levels;

B. Attitude

1. To promote closer coordination among peers, superiors and teachers;

2. To analyze values regarding population education;

C. Practice

1. To provide modules for the 25 percent untrained teachers in the division;

2. To enlist the services of STTs during the consultation and orientation phases;

3. To utilize trained teachers for peer teaching;

4. To integrate Population Education into the five subject areas;

II. Content: The group retained the topics taken up in the Five-Day Intensive Teacher Training Workshop on Population Education which include the following population concepts:

a. causes of population change

b. reproductive potential and environmental resistance

c. the human population

d. developed and developing countries

e. population structure and the burden of dependency

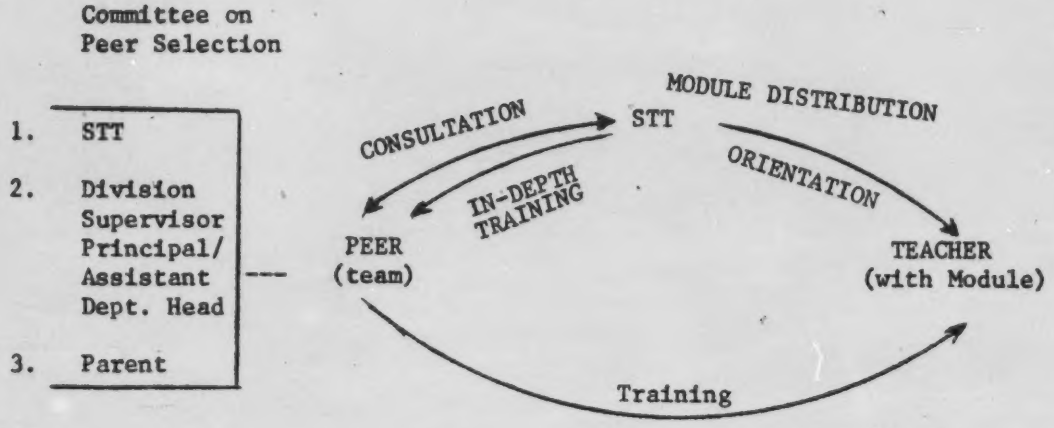
f. population growth and economic growth

g. family economics and simulation game

h. famil size and the right of the child

III. Methodology

The Tri heme Model



1. Peer Selection - a committee composed of the STT, district supervisor, principal, department heads and a parent will select the peer trainer who will guide ten teachers on the use of the modules.

2. A one-week in-depth training of peer trainers will be conducted by STTs and a half-day orientation for teachers on the use of modules will be made after their distribution.

3. Peer trainers will be grouped into teams for formal training and periodic consultations woth the STTs.

IV. Length of Training

A. The peer-trainers will have a one-week in-depth training. A half-day orientation on module use will be given teachers in the district. Teachers go back to their schools with their modules.

B. Teachers on modular training will work for two-weeks with the peer teachers without leaving their classes. Local arrangements will be made so that peer training will not disrupt class schedules.

V. Number of Teachers

1. A peer trainor for every 10 teachers.

VI. Training Site

A. Orientation as a group

A.1. Elementary level - district

B.1. High school level - mother high school

2. Elementary level - district

B. Peer Training

1. Elementary - School

2. High school - school

C. Module - school or/and home

VII. Training Staff

STTs, district supervisors, administrators compose the training staff.

VIII. Management and coordination of training

Periodic consultations with the training staff.

IX. Cost Effectiveness

The training staff needs stipends for travelling.

The amount reserved for the training of the 25 percent untrained teachers will be used to cover production expenses of the modules.

Modified Training Scheme for Population Education
Group II Practitioners' Workshop Model

Having been exposed to population education, we are now aware of the population situation and its effects on the individual, hor community, country and the whole world.

Recognizing the importance of training, the PEP proposes the following scheme for the more than half of the teachers in the country still untrained:

I. Objectives:

A. General Objective:

1. Accelerate the training of quality teachers with the least cost, time and efforts.

B. Specific Objectives:

1. Recognize the need for PEP

2. Acquire an adequate knowledge of population content

3. Inculcate desirable attitudes toward PEP

4. Utilize appropriate strategies to carry out PEP

5. Upgrade competencies in management and coordination in the PEP

6. Tap available local resources

II. Content

The group agreed to retain the topics in the present scheme: demography, determinants of PE, consequences of RPG, human sexuality and planning for the future, including the various concepts.

III. Methodology

The proposed scheme utilizes the three schemes - the super-ordinate-subordinate for its hierarchical characteristic, the peer scheme for its person-to-person relationship, and the modular training for fast and quality delivery of content.

No specific strategy is given for the training however; the trainer decides on the strategy or techniques suitable for the group. The following strategies are suggested:

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1. discovery approach
2
2. process approach

3. conceptual approach

4. lecture-demonstration

5. individualized study through use of modules

6. use of audio-visuals

7. brainstorming

8. confrontations

9. using springboards for discussion

10. role playing, simulation

IV. Length of Training

The group suggests one week or 40-hour training period for the division and district levels, and two weeks or 80 hours for the peer and modular training. The administrators have an option to hold continuous or staggered training.

V. It is recommended that 60 teachers be trained at a time. The key teachers in the five subject areas are to be trained along the peer training scheme.

VI. The site of the training will depend on the level of training conducted. It should be a site strategic to trainees.

VII. Composition of training staff will also depend on the level of training, whether division, district or school. To be competent, trainers should, among others, possess these qualities:

1. positive attitudes toward PEP

2. communication skill

3. mastery of PEP content

VIII. The group arrived at a consensus that giving stipends to trainees should be continued. Materials for modules are to be provided by the PEP.

IX. Management and coordination

(See attached flow chart)

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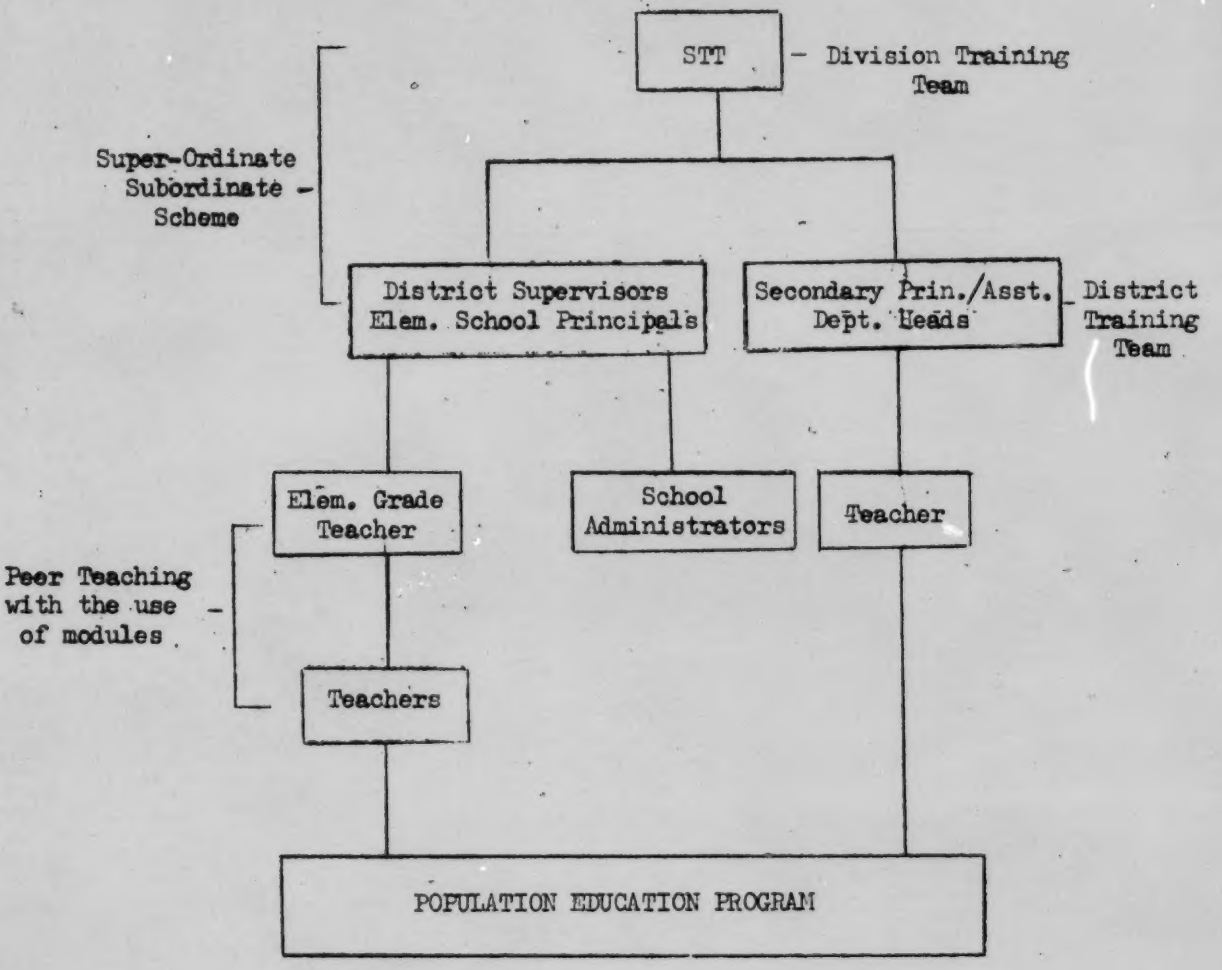
FLOW CHART - PROPOSED SCHEME



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"Supeermod" Training Scheme
Group III Practitioners' Workshop Model

Rationale:

After a thorough analysis of the varied factors and conditions of the different teaching strategies and the effects of these factors on the constraints faced by the national training program in population, group III opted for a new scheme called "Supeermod". A combination of superordinate-subordinate, peer and modular strategies, the new scheme will adapt the hierarchical staffing of the superordinate strategy which is in conformity with our educational set-up, the peer for its favorable change in attitudes among trainees, and the modular for its less expensive quality results.

I. Objectives

After a series of training courses using the "Supeermod" strategy, teachers are expected to:

A. acquire a thorough and adequate knowledge of population concepts;

B. develop awareness of population situations in both micro and macro levels; and

C. apply varied methodological strategies in putting across population concepts.

II. Content

The content shall be the same as that of the old scheme, covering demography, determinants of population growth, consequences, human sexuality and planning for the future.

III. Methodology

The following are suggested teaching strategies which may be effective in using the "supeermod" approach:

role playing	panel discussions	film showing
buzz sessions	research and discovery	demonstration
field trips	symposium	brainstorming
debates	mock radio broadcast	
interview and use of resource persons		

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IV. Length of Time

The STTs will conduct a three-day refresher course for trainers composed of a team of supervisors, principals, headteachers, department heads and selected teachers in science, math, homemaking arts, social studies and health. Trainers in teams of three will conduct a five-day training course simultaneously, 40 percent to be spent for lecture and 60 percent for practicum at strategic centers in the division.

V. Number of Teachers

Teachers who have not undergone training will be the subject of this training course. The number of participants is set at 50.

VI. Training Site

The training site should be at strategic places in the division. This should be conducive to learning and should have adequate facilities.

VII. Training Staff

The training staff is composed of three: a team of competent supervisors, head teachers, department heads and competent classroom teachers with STTs as facilitators.

VIII. Management and Coordination

The STTs will conduct a three-day refresher course for trainers to be composed of competent supervisors, principals, head teachers, department heads and teachers. This group will break down into teams of three members each who will conduct the training simultaneously in their respective districts. Modules will be distributed during the training, and problems regarding its use will be taken up.

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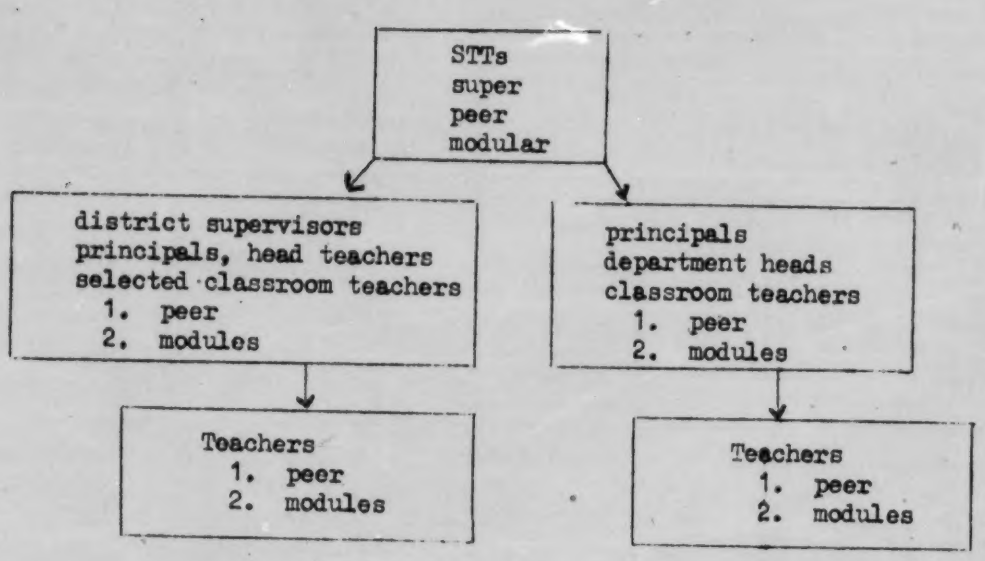
Supeermod Training Scheme Patterns



IX. Cost Effectiveness

Use of the "Supeermod" scheme will incur less expenses, most of which will go to the production of modular materials. Training period will be shortened because it could be done simulataneously and even individually.

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effective evaluation of teacher training in population education

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This package of training evaluation models comes in two parts: first, "the Alternative Models for Training Evaluation Systems", and second, a set of models designed by training practitioners and administrators during the workshop sessions of a series of research utilization conferences held between April to June, 1976.

The first part entitled, "Alternative Models for Training Evaluation Systems" is a reproduction of the models from which teachers and supervisor-trainers patterned their respective strategies for evaluating teacher training. The four models contained in this part were taken from existing literature on training evaluating. Although the models were not specifically designed for evaluating teacher training, these models, in varying emphases, proved useful in graphically representing the basic principles underlying the complex process of training evaluation.

The second set of models were those developed by separate groups of practitioners (teachers and supervisor-trainers) and administrators (principals, district supervisors, and superintendents). The practitioners' workshop models were constructed to fit the teacher training models which generally proposed a combination of the superordinate, peer and modular training schemes. The administrators' models, in contrast, were designed to effectively evaluate the operations of the Revised Training Scheme. While practitioners principally based their models on what they had internalized and conceptualized from discussions and the literature review, most of the administrators improved on the practitioners' models. The group of superintendents, however, developed unique models of their own. The "Kista Teacher Training Evaluation Model" with its feedback mechanism flow chart and the evaluation model of another group of superintendents differ from all other models developed by other conference participants. Although practical and specific in using existing structures, they do not lose sight of the basic elements of feedback, self-correction and improvement so essential in developing training evaluation systems.

These training evaluation models are being distributed to the field in the hope that other administrators and practitioners may test the applicability of alternative models in their own working milieu. Division superintendents, teachers and trainers directly implementing the teacher training program in Population Education, with the able assistance of the division Research and Evaluation Supervisor, can alone tell the merits and demerits of each model. Meanwhile, they will have to study each model paying close attention to the deficiencies of their present evaluation systems. Only after acquiring a rational, critical and objective view of evaluation, only after conceptualizing the processes involved in evaluation and only after plotting their present position from the ideal evaluation system can they make decisions towards their future direction.

PART I

MODELS AND STRATEGIES DESIGNED BY PROGRAM EVALUATION EXPERTS AND RESEARCHERS

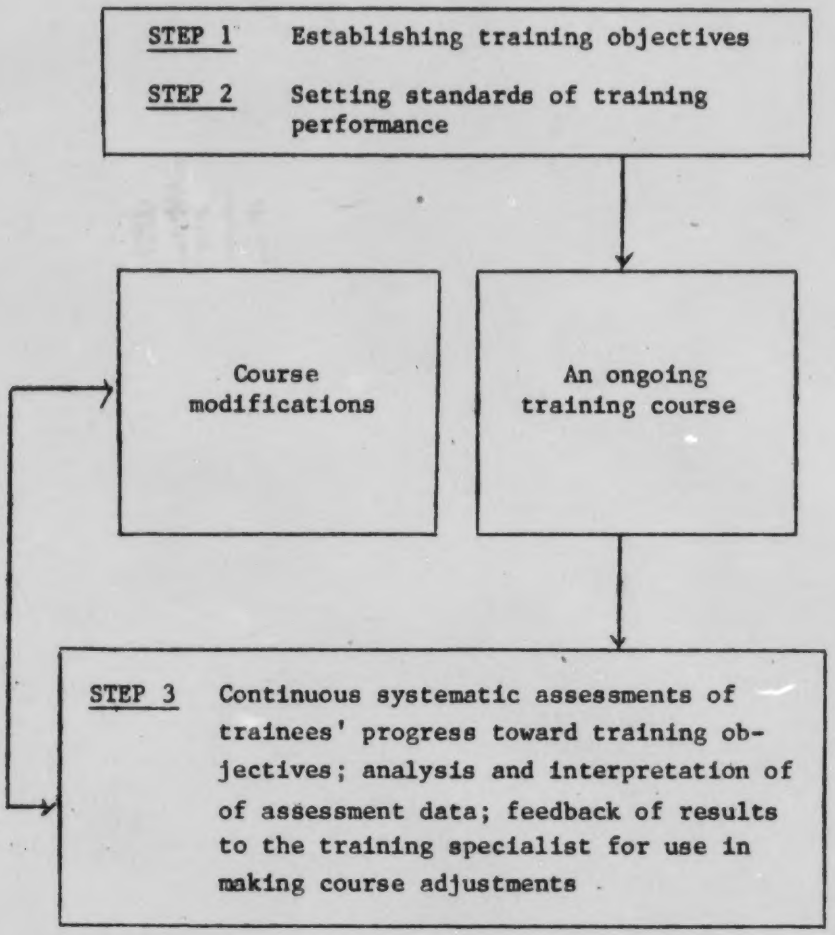
I. AN EVALUATION MODEL FOR DECISIONS BEFORE AND DURING TRAINING

II. THE CONTEXT INPUT PROCESS PRODUCT EVALUATION MODEL

III. THE DISCREPANCY MODEL FOR TRAINING

IV. A TRAINING EVALUATION CYCLE

AN EVALUATION MODEL FOR DECISIONS BEFORE AND DURING TRAINING


STEP 1 Establishing training objectives
STEP 2 Setting standards of training performance
Course modifications
An ongoing training course
STEP 3 Continuous systematic assessments of trainees' progress toward training objectives; analysis and interpretation of of assessment data; feedback of results to the training specialist for use in making course adjustments

Source: United States Civil Service Commission, Training Evaluation: A Guide to its Planning, Development and Use in Agency Training Course, May 1971, p. 8.

In the figure shown above, STEP 1 represents those actions which trainees are expected to exhibit, STEP 2 represents the minimum acceptable level of achievement for each training objective in STEP 1. Stated differently, STEP 1 represents the desired outcomes of the training course, STEP 2 the points in the learning continuum where objectives may be said to have been achieved.

p. 1

STEP 3 represents the process by which the training specialist determines, on a continuing basis, whether the trainees are meeting standards established in STEP 2. Note that STEP 3 neither operates independently, nor goes into effect only after an ealier action, rather it is a part of a continuous feedback loop which contains the following major components:

1. An ongoing training course designed to accomplish the objectives established in STEP 1;

2. Continuous, systematic collection of data with bearing on trainee achievement;

3. Analysis and interpretation of the data collected, using standards established in STEP 2;

4. Appropriate course modifications.

The evaluative data received in STEP 3 is ordinarily used in making day-to-day adjustments in the ongoing program. However, there are cases where the needed adjustments go beyond that, and the appropriateness of the objectives as standards are brought to question. When this happens, the feedback loop would also connect with STEPS 1 and 2.

THE CONTEXT INPUT PROCESS PRODUCT (CIPP) EVALUATION MODEL

(A classification scheme strategies for evaluating education change)

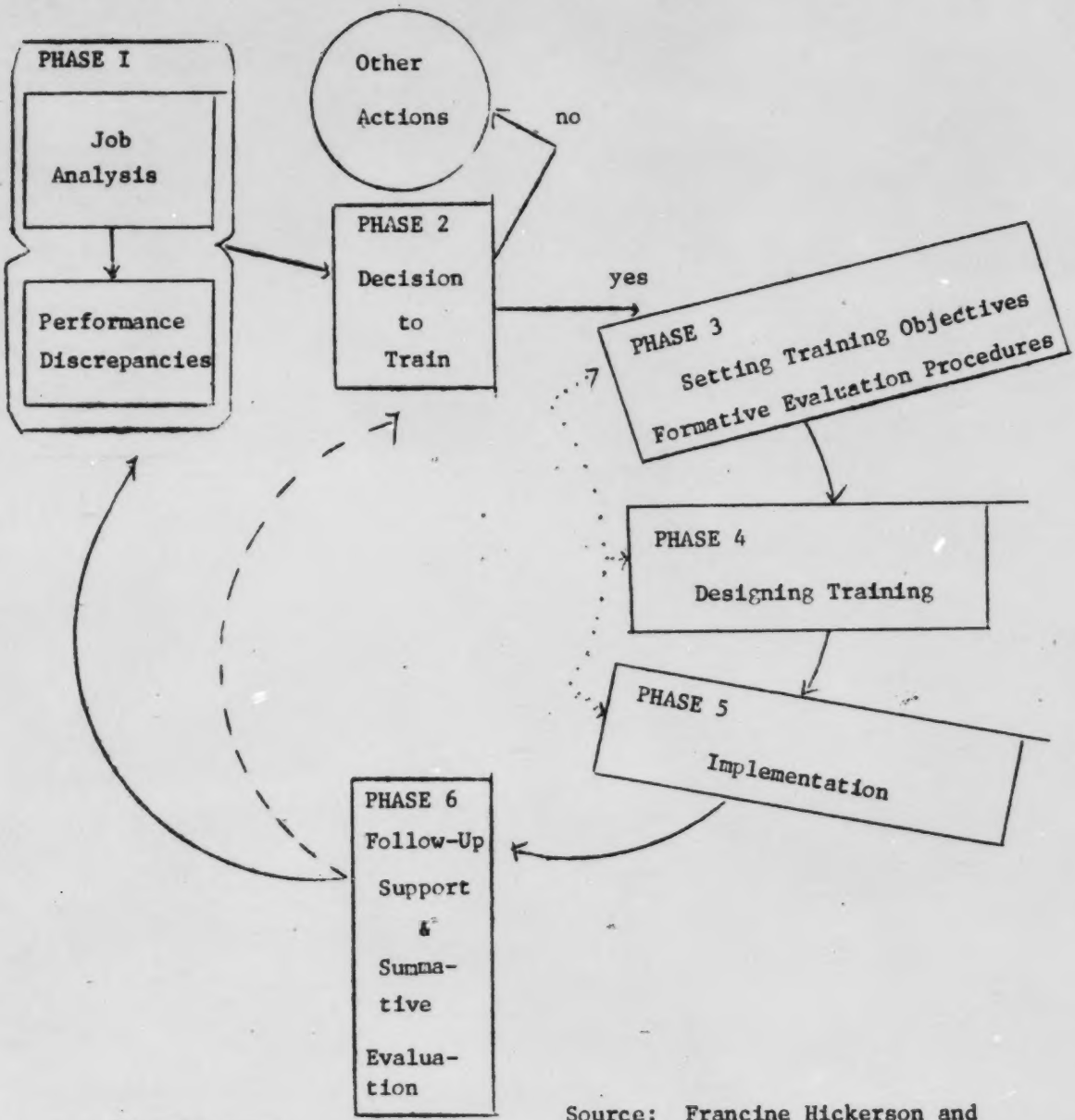
	Context evaluation	Input evaluation	Process evaluation	Product evaluation
Objective	to define the operationalized context, to identify and assess the need in the context, and to identify and delineate problems underlying the needs.	To identify and assess system capabilities, available input strategies, and designs for implementing the strategies.	To identify or predict, in process, defects in the procedural design or its implementation, and to maintain a record of procedural events and activities.	To relate outcome information to objectives and to context input, and process information.
Method	By describing individually and in relevant perspectives the major subsystems of the context; by comparing actual and intended inputs and outputs of the sub-systems, and by analyzing possible courses of discrepancies between actions and intent.	By describing and analyzing available human and material resources, solution strategies, and procedural designs for relevance, feasibility, and economy on the course of action to be taken.	By monitoring the activity's potential and procedural barriers and remaining alert to unanticipated ones.	By defining operationally and measuring criteria associated with the objectives, by comparing these measurements with predetermined standards on a comparative basis, and by interpreting the outcome in terms of recorded input and process information.

p 3

	Context Evaluation	Input evaluation	Process evaluation	Product evaluation
Relation to decision-making in the change process	For deciding upon the setting to be served, the goals associated with meeting needs, and the objectives associated with solving problems, i.e., for planning needed changes.	For selecting sources of support, solution strategies, and procedural designs, i.e., for programming change activities.	For implementing and refining the program design and procedure, i.e., for effecting process control.	For deciding to continue, terminate, modify or refocus a change activity and for linking the activity to other major phases of the change process, i.e., for evolving change activities.

Source: Daniel Stufflebeam. Evaluation as Enlightenment for Decision-Making: Ohio, Columbus: State University Evaluation Center. January 1968. p. 34.

17. THE DISCREPANCY MODEL FOR TRAINING



Source: Francine Hickerson and John Middleton, Helping People Learn: A Module for Trainers, (Hawaii: East-West Center Communication Institute), 1975, p. 13

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Phase I and Phase II; Task analysis and decision to train. Task analysis is a systematic process of defining a job, determining what performance discrepancies exist in that job, and providing a basis for selecting relevant and critical training objectives to pursue. It helps the trainer to identify those discrepancies which can best be covered by training. For this reason, it guarantees that training will prepare trainees to solve on-the-job problems.

Phase III. Setting training objectives and formative evaluation procedures. If it is decided that training is needed to do away with performance discrepancies, then the trainers should use these discrepancies to set training objectives.

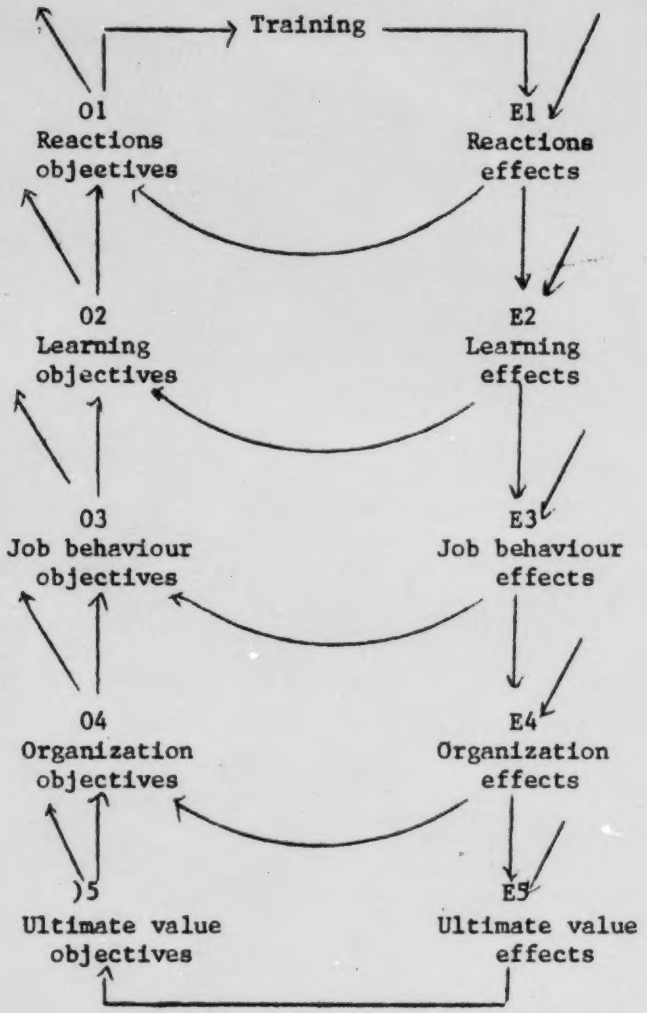
Procedures in formative evaluation are also used as aids for improving instruction. "Pre-evaluation" is used to determine trainees' pre-training abilities; "criterion checks" to determine how successful his training was in achieving the training's objectives.

Phase IV and V: Designing training and implementation. Designing training consists primarily of planning learning activities which will help trainees to achieve training objectives. During the implementation of the training course, formative evaluation strategies are used to identify flaws and suggest modifications in present and future training programs.

Phase VI: Follow-up support and summative evaluation: At the end of the training program, the trainer continues to evaluate his trainees by providing them follow-up support on the job. Follow-up support strategies basically aim at extending the supportive atmosphere of training into the job, and help trainees to apply their new learning to the reality of their job. On the other hand, summative evaluation is used to determine whether achieved objectives indeed eliminated performance discrepancies.

The model has two distinct feedback loops. The first links formative evaluation with implementation, training design, and objective setting (Phases III to V). This linkage shows that formative evaluation is used primarily to modify training objectives, training design and its implementation. The second which links summative evaluation with analysis (this includes discrepancies and the training decision- Phases I and II), states how well training changed, performance. This analysis helps the trainer decide whether to train another batch of trainees. The feedback loops and the linkages depict the continual nature of the analysis-decision-training-evaluation process.

A TRAINING EVALUATION CYCLE



Source: A.C. Hamblin, Evaluation and Control of Training, (New York, McGraw-Hill), 1974, Appendix.

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The model shows five levels of training effects, which correspond to the five levels of objective setting and evaluation. These levels are: Reactions, Learning, Job Behavior, Organization, and Ultimate Value.

Reactions consist of trainee opinions regarding training. Evaluation of these reactions must be carried out selectively because the variables that affect them cannot be controlled. This means that the evaluation must first determine its reaction objectives, and for that matter, all its objectives at the particular level of evaluation he is interested in.

The diagram shows reaction objectives (O_1) at the first level of objective-setting. An arrow draw from it flows in it flows into a sequence of activities, consisting of the training itself, and the evaluation of reaction effects. Results of this evaluation are fed back to O_1 for the improvement of reaction objectives and reaction effects in subsequent training. This cycle of objective setting-training-evaluation activities is carried out through all levels, from E_2 to E_5.

The diagonal arrows in the diagram indicate complications in the flow of activities arising from the intrusion of factors other than training. These factors may cause unintended effects which must be fed back and integrated in the formulation of objectives of future training programs.

Definitions of other levels of the evaluation model:

Learning - acquisition of the ability to behave in new kinds of ways

Job behavior - application of learning on-the-job

Organization - effects of any behavioral changes on the functioning of the organization

Ultimate value - judgment of whether the training has been worthwhile in terms of the ultimate criteria or goal of the organization.

The other arrows leading from one level to another assume that there is a cause and effect chain linking all five levels. This chain can be expressed as follows:

"Training
leads to reactions
which lead to learning

which leads to changes in job behavior
which lead to change in organization
which leads to change in the achievement of
ultimate goal." 30

This chain may break at any point: A trainee may react correctly, but fail to learn. Or he may learn, but fail to react. It is for the evaluator to find out whether the chain has held. If it has not, then he should be able to say which of the links has snapped, and why. He should also be able to suggest how it could be mended.

At first glance, the model looks rigid, conveying the feeling that the flow of activities in the cycle could not be broken at any point. Hamblin, however, suggests that the trainer or evaluator may enter the cycle of any point. (Note that the cycle has no fixed entry point). It is also possible to leave the cycle at any point. All that the trainer or evaluator has to do is to abandon the activity, or to backtrack to, say, O_5. But if he chooses to go the full cycle, then each activity certainly will lead to another. Exceptions would be if pre-training investigation (represented by the left-hand side of the diagram) showed that no training was needed at all, or post-training investigation (represented by the right-hand side of the diagram) showed that the objectives have been completely met and that no further action was called for.

PART II

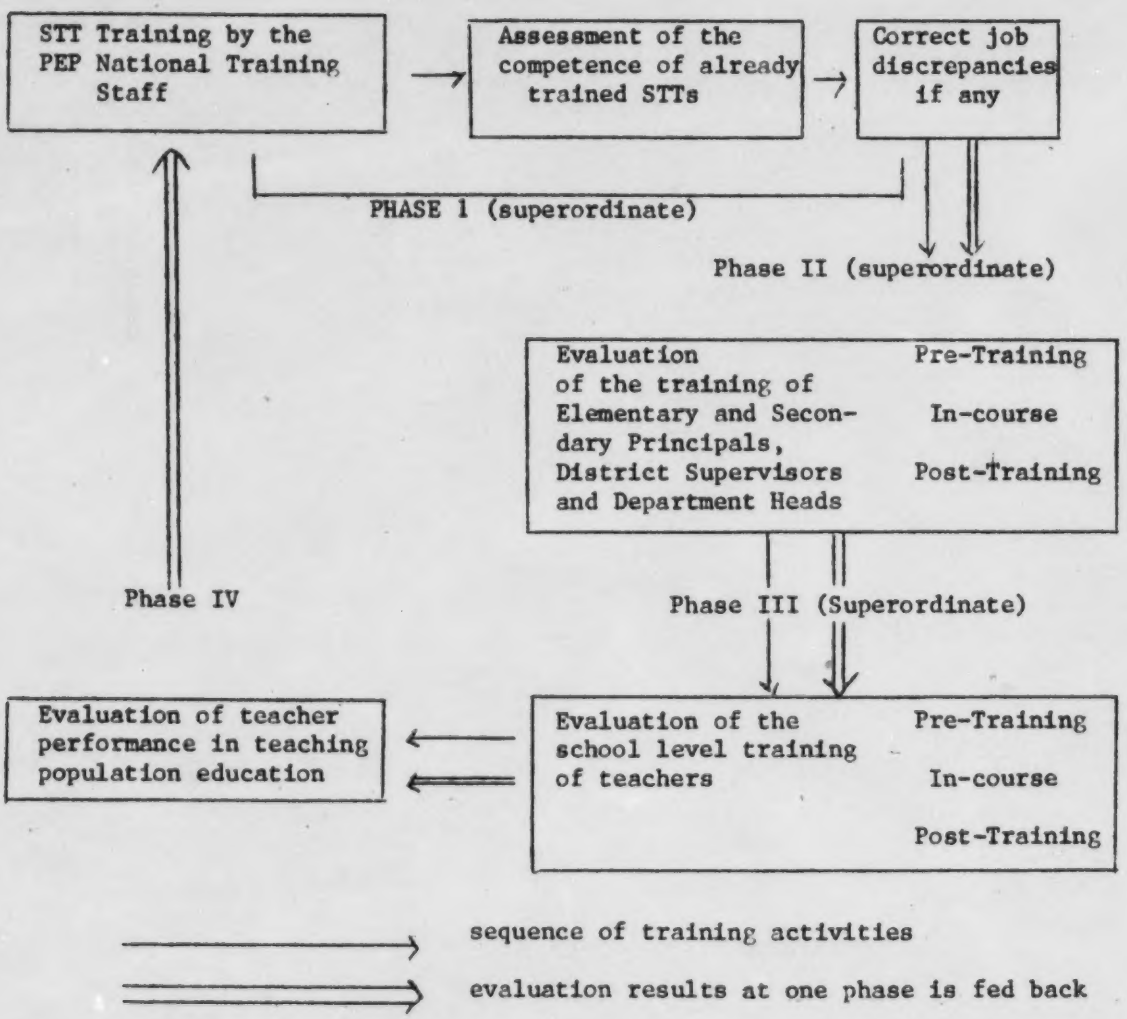
MODELS AND STRATEGIES DESIGNED BY THE POPULATION EDUCATION RESEARCH UTILIZATION CONFERENCE-WORKSHOP PARTICIPANTS

SECTION A - BY ADMINISTRATORS (PRINCIPALS, SUPERVISORS, AND SUPERINTENDENTS) - JUNE 15-18, 1976

SECTION B - BY PRACTITIONERS (TEACHERS AND SUPERVISORS) - APRIL 27-30, 1975

Evaluation Model for the Revised Training Scheme

Group I. Administrators' Workshop Model


STT Training by the PEP National Training Staff
Assessment of the competence of already trained STTs
Correct job discrepancies if any
PHASE 1 (superordinate)
Phase II (superordinate)
Evaluation of the training of Elementary and Secondary Principals, District Supervisors and Department Heads
Pre-Training
In-course
Post-Training
Phase IV
Phase III (Superordinate)
Evaluation of teacher performance in teaching population education
Evaluation of the school level training of teachers
Pre-Training
In-course
Post-Training
sequence of training activities
evaluation results at one phase is fed back

Phase I of this model strongly indicates the need to reexamine the present competencies of STTs. Competencies refer to the cognitive, attitudinal and training skill aspects. Evaluation at this stage takes the form of opinionaires, attitude scales, observations and interviews with the STTs' former trainees. If job discrepancies do exist, these should be corrected by reorientation sessions.

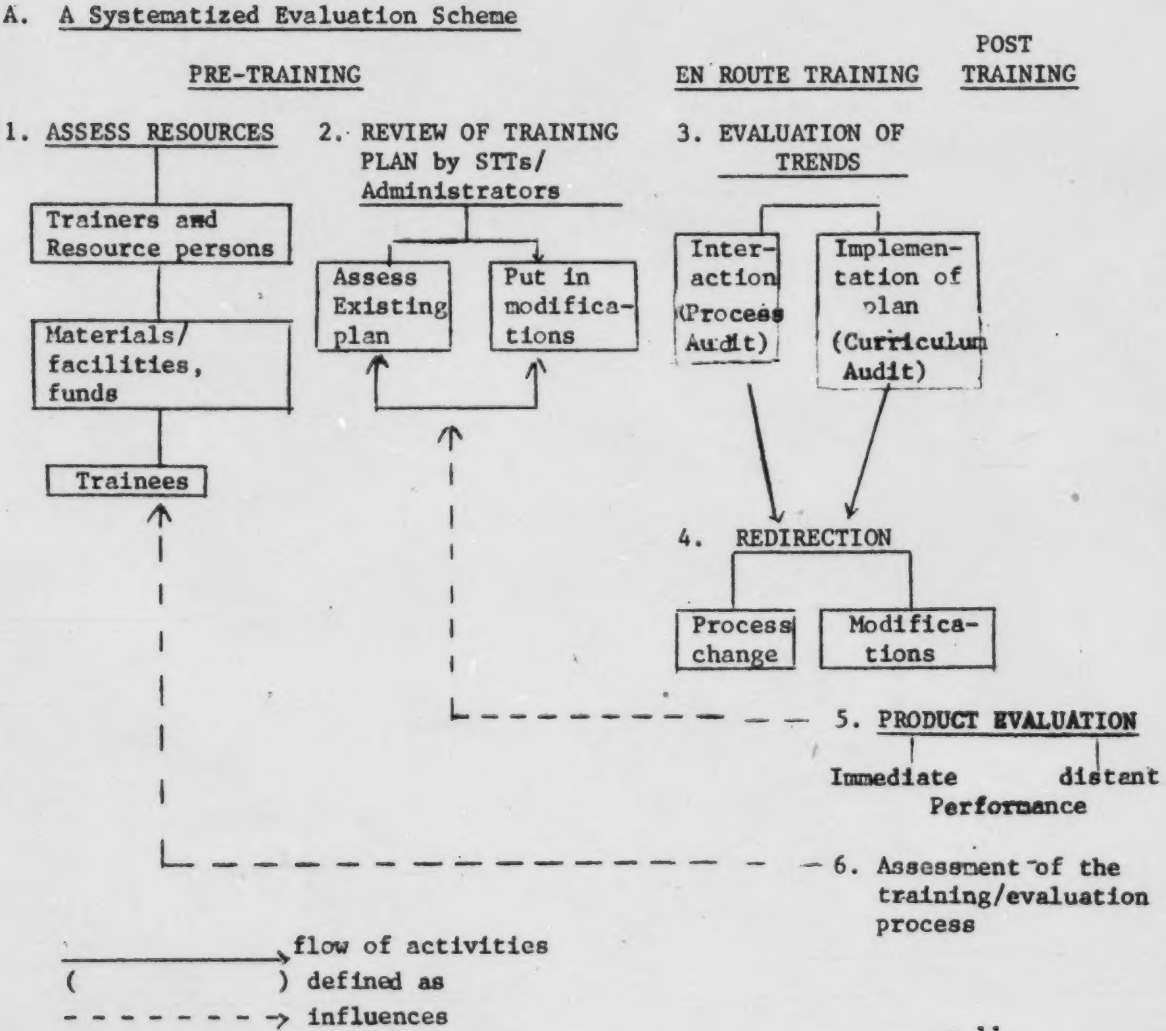
Phases II and III entail the administration of evaluation procedures at three points of any training cycle: pre-training, in-course and post-training. Pre-training evaluation can be done by using the pretest and post-training evaluation of the posttest. No particular method for collecting evaluative data was suggested for in-course evaluation.

Phase IV distinctly considers evaluation of the teacher's classroom performance part and parcel of the whole evaluation scheme. This phase strongly depends on the observations made on teacher trainees.

"KISTA Teacher Training Evaluation Model"

Group II. Administrator's Workshop Model

A. A Systematized Evaluation Scheme



The model adheres to the principle that training evaluation should be given at three distinct stages of a training cycle: pre-training, en route training, and post-training. The process should also answer six decision areas namely: (1) assessment of resources, (2) review of training plan by STTs and administrators, (3) evaluation of trends, (4) redirection, (5) product evaluation and (6) the wholistic assessment of the training/evaluation processes.

At the pre-training stage, assessment of resources require the following activities: (1) examination of trainers' competence, (2) choice of resource persons according to their area of specialization, (30 ensuring availability of adequate materials, facilities and needed funds. In view of this assessment modifications are put in the training plan.

During training, accurate records of what transpires are taken. It is at this point that the interaction between and among trainers and trainees is studied and analyzed. This checking technique is termed the process audit.

In addition to the process audit it is likewise essential to determine whether training content and strategies are being carried out as as planned. This technique is now called curriculum audit. Upon discovery that a discrepancy exists, a redirection of training technique and/or content is made.

Post-training evaluation concerns itself with gauging the achievement of training objectives. It also includes determining what the actual outputs of the program are. These training outcomes may be classified into immediate and distant outcomes. The evaluation described is termed product evaluation. Results of product evaluation are used as basis for revisions on the training plan.

It is also after training that the evaluator takes a wholistic view of the entire training/evaluation processes. He not only evaluates the training program, from the planning stage to its completion, but also establishes whether the evaluation functioned as it should have. This wholistic evaluation process is linked to the first area of concern; and any change at this point causes a chain of reaction changes on the other four decision areas.

B. Feedback Mechanism Flow Chart

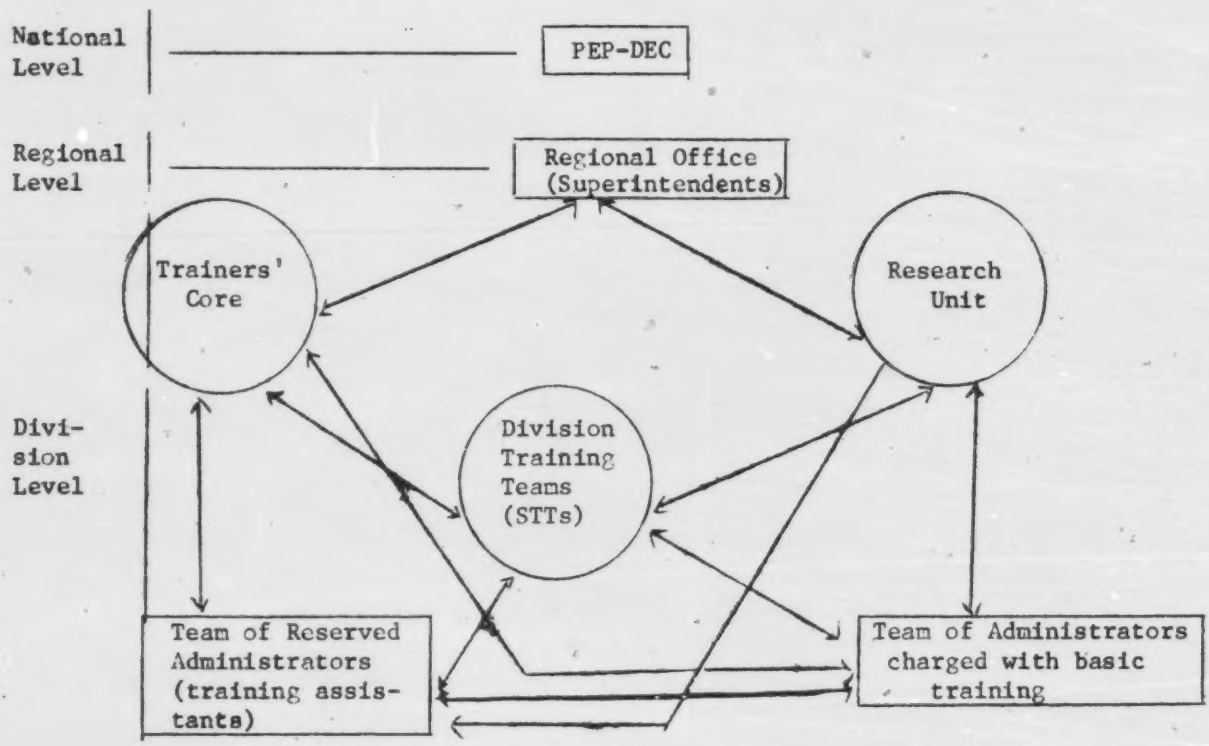
This feedback mechanism chart emphasizes the need for interaction and communication between and among the different units involved in training.

As indicated in the Group's Training Scheme, the training groups consist of the following: the Trainers' Core, the Research Unit, STTs, the Basic Training Team, and a Team of reserved administrators who act as training assistants.

It is suggested that the Research unit (to be composed of the Research and Evaluation Supervisor, a district supervisor, and a teacher), the STTs, the Basic Training Team, the team of reserved administrators and the Core of Trainers selected by the superintendent to plan and ensure quality training, be assigned to the cooperative task of collecting evaluative data.

The chart attempts to show a "two-way traffic" flow of evaluation results. The model stresses the importance of establishing/maintaining communication linkages between teams of training units. This communication linkage when established has a lot to do with the improvement of the population education program. The flow of the evaluation results through reports starts from the division level, where training improvements implementable at this level are studied, it then moves on to the Regional and the PEP-DEC offices where implications for policy changes are drawn. Decisions at the national level are communicated to the Division Office through the Regional Officer.

Copies of all evaluation reports are sent to the various levels for immediate action and future reference.



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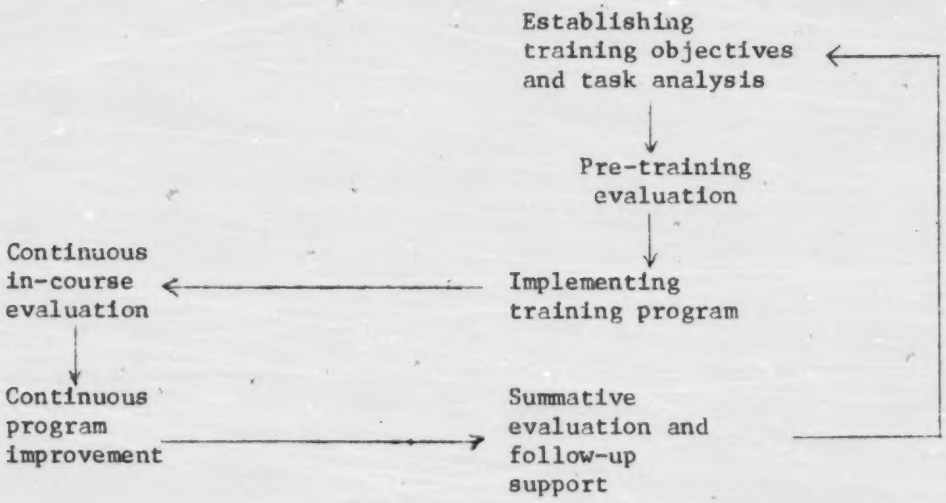
A Simplistic Evaluation Model

Group III. Administrators' Workshop Model



Establishing Objectives and Task Analysis - The first step requires the establishment of general and specific training objectives. Specific objectives when stated behaviorally determine the specific tasks which trainers expect trainees to accomplish as a result of training. This process of specifically defining the future task of trainees is called task analysis.

Pre-Evaluation - This step aims to obtain baseline data on trainees content knowledge, attitudes and teaching skills. Results should then help determine the program design of the training course. Evaluation may take the form of a pretest, a questionnaire or an interviews.

Implementing Training Program - The training program is executed taking pre-evaluation results into consideration. During training evaluation continues by using the following methods:

1. Analysts' report
2. Steering committee meetings
3. Impressions
4. Comments and suggestions
5. Ratings of speaker's competence
6. Questionnaire

Continuous Program Improvement - At this point changes suggested by the information collected during training are instituted into the ongoing program.

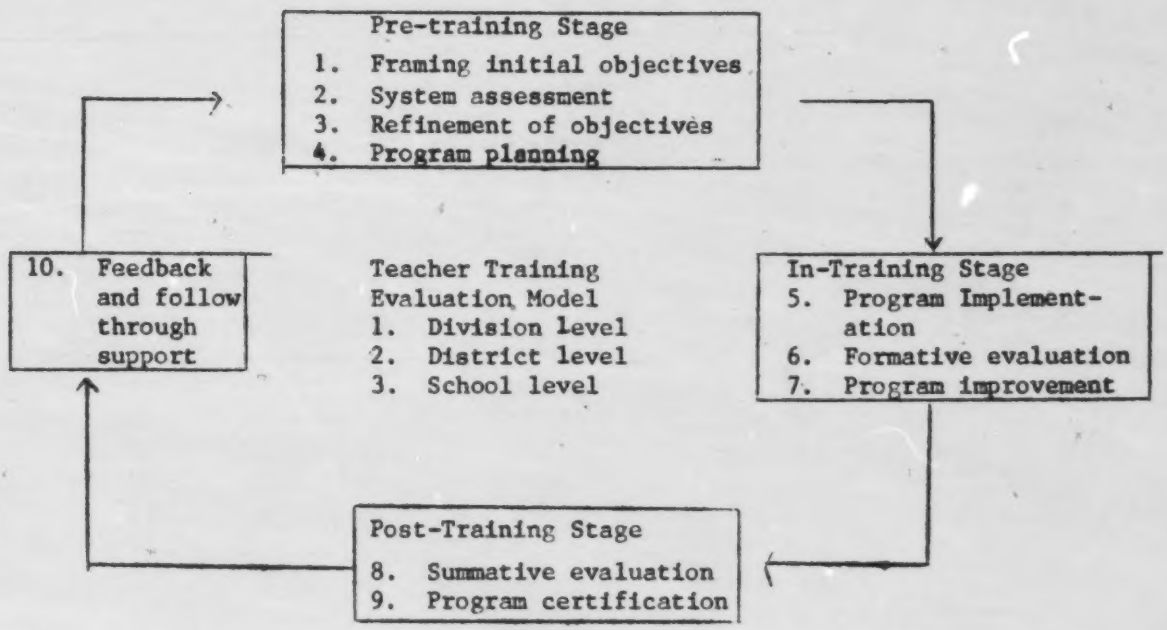
Summative Evaluation and Follow-up Support - The posttest is aimed at formally measure trainees' learning gains. Analyst's reports and impressions are also made by trainees and observers after training. These serve as informal methods of post training evaluation. Both formal and informal methods thus made up the basic components of summative evaluation.

The follow-up support is viewed an essential activity after training. It aims to find out whether the knowledge and skills acquired in training are actually being applied by teachers in the classroom. This activity may be done by means of classroom observations, questionnaires and interviews.

Results of the summative evaluation and the follow-up support should naturally be built into the succeeding training objectives. This may entail revision or total change of objectives and training plan. It is through these revisions that a feedback mechanism is established.

A Ten-Step Plan for Evaluating Training

Group IV. Practitioners' Workshop Model



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The details of the above models are outlined below:

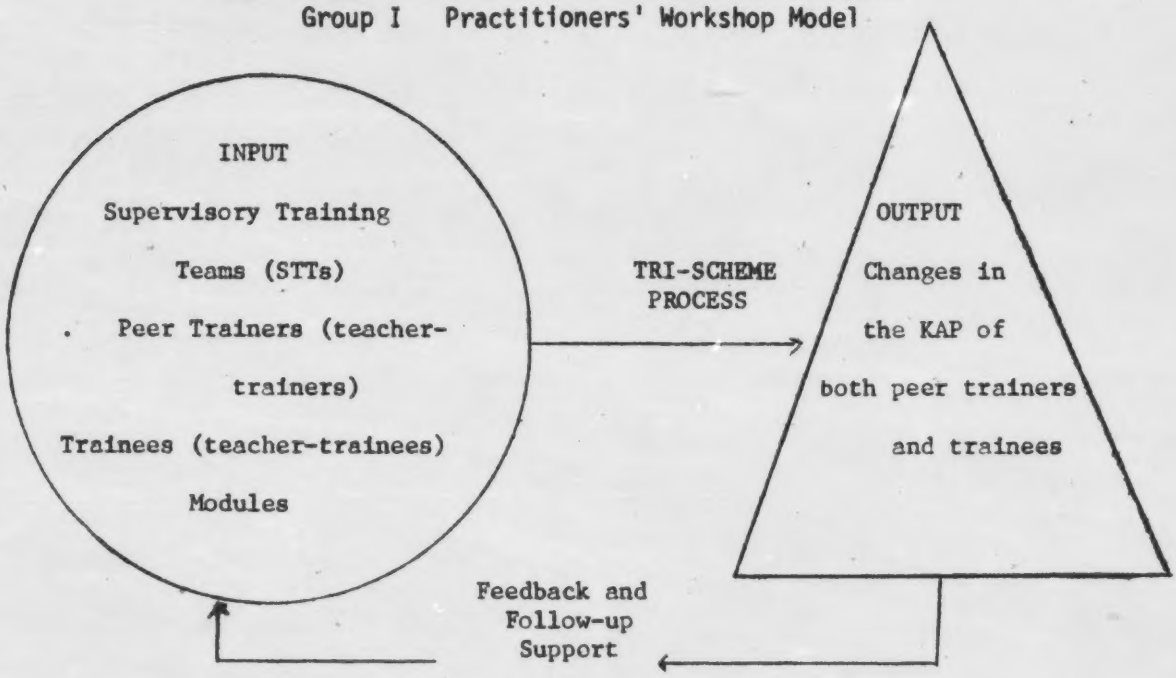
Pre-Training Stage	In-Training Stage	Post-Training Stage
Step 1 - Framing the initial objectives	Step 5 - Implementation of the program activities	Step 8 - Summative evaluation
Step 2 - System assessment	Step 6 - Formative evaluation	
Pretesting	Evaluative Instruments	Evaluative Instruments
a) Formal paper and pencil	a) Criterion test	a) Criterion referenced measures
b) Questionnaires	b) Observation	b) Micro teaching for knowledge and behavior
c) Information sheets	c) Interview	c) Follow through evaluation of performances
	d) Questionnaires	1. Teacher observation
Step 3 - Formulating the intermediate training objectives based on the results of pretests	e) Steering committees' daily evaluation of the activities	2. Questionnaires 3. Interview 4. Attitudinal rating scales
	Step 7 - Program Improvement providing enrichment and corrective measures	
Step 4 - Program planning and designing of activities to achieve objectives		Step 9 - Program certification (Evaluation results should then be used in making decisions regarding program recycling)
		Step 10 - Feedback and follow-through support - follow-up of trainees on the job, results of this step influences the first four steps of their plan.

(The model should be made to operate at the division, district and school levels.)

p 16

Evaluation Model for the "Tri-Scheme" Teacher Training Scheme - The Input-Process-Output (IPO) Evaluation Model

Group I Practitioners' Workshop Model



The IPO Evaluation Model illustrated above was patterned after the Context, Input, Process, Product (CIPP) Evaluation Model of Daniel Sufflebeam. The group did not consider the contextual aspect of the CIPP model and did not indicate why.

Input evaluation will involve analysis of available human and material resources. At the pre-training stage, criteria will be set to serve as guides for the selection of peer trainers through questionnaires and interviews. Upon selection, the peer trainers will undergo an intensive one-week training conducted by STTs. A pretest will be given them on the first day. Another pretest will be administered simultaneously to teachers before receiving the modules on orientation day.

Process or on-course evaluation of the peer-trainer's one-week training and the peer training sessions will be done through steering committee meetings and evaluation of interactions and transactions between the peer trainers and teacher trainees. The latter will be done through classroom observations and attitude scales.

After training, KAP gains of teacher trainees using the modules will be analyzed. The knowledge aspect will be measured by the post-test, the attitude aspect by the attitude scales, and the practice aspect by classroom observations. No post-training measures were mentioned for both the one-week training and the peer training phases of the tri-scheme.

A continuous follow-up evaluation of the output was recommended.

Proposed Training Evaluation Scheme for the
Population Education Program
Group II Practitioners' Workshop Model

The proposed Evaluation Scheme for the proposed Teacher Training Scheme in Population Education of Group II follows a continuous feedback loop which contains nine steps built into the three major stages:

1. Pretraining Stage

Step 1 - Framing the initial training objectives

Step 2 - Pretesting to determine the needs of the trainees in terms of knowledge and attitudes (System assessment).

Instruments to be used:

a. Formal paper and pencil test modeled after the prototype test administered in the field by the national office to assess knowledge
b. Observation
c. Questionnaires with controlled responses questions
d. Free-responded or open-ended questions
e. Personal information sheets

Items b to e - will provide the data needed to assess trainees' attitudes.

Step 3 - Formulating the intermediate training objectives based on pretest results

Step 4 - Setting the standards of performance

Step 5 - Designing training or planning learning activities to help trainees achieve the training objectives. (Program Planning)

2. In-training Stage

Step 6 - Implementing the designed training activities. (Program Implementation)

Step 7 - In-course evaluation to assess trainees' progress towards fulfillment of training objectives.

Instruments:

a. Criterion test - for knowledge content
b. Observation
c. Interview
d. Questionnaires
e. Steering committees' daily evaluation of activities.

Step 8 - Providing additional activities to correct deficiencies or or strengthen weak spots revealed by the in-course evaluation. (Program Improvement)

3. Post-training Stage

Step 9 - Post training evaluation

Instruments:

a. Formal paper and pencil test at course's end for content knowledge

b. Micro-teaching for knowledge and job behavior dimension

c. Follow-up evaluation of on-the-job situations such as:

1. Teacher supervision
2. Questionnaires
3. Interviews, etc.

The data obtained in the evaluation should be made available to the trainees so that decisions can be made regarding program continuity (Program Certification).

All trainees in all levels will be given orientation on the use of the modules.

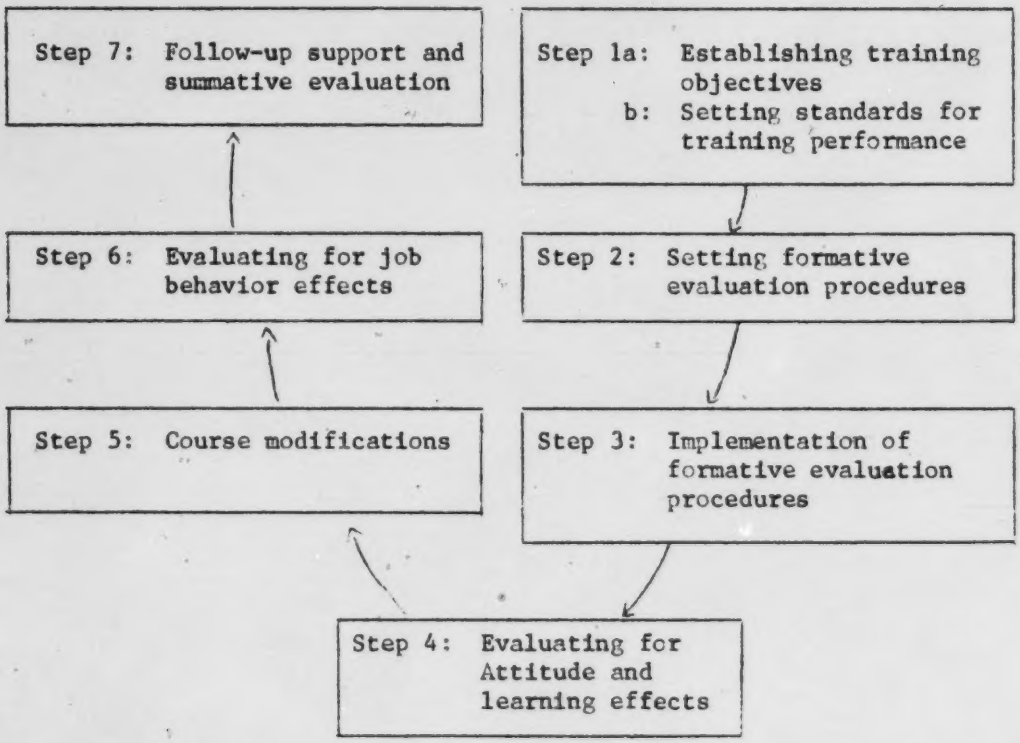
The same evaluation scheme will be used in:

1. Division level training where STTs train the district supervisors, elementary and secondary school principals, department heads and their assistants.

2. District level training where the trained principal and department heads conduct training programs with teachers as trainees; and

3. School level training where teachers act as peer trainers of teachers using modules in their school.

EVALUATION SCHEME FOR THE "SUPEERMOD" TRAINING MODEL
Group III Practitioners' Workshop Model


Step 7: Follow-up support and summative evaluation
Step 1a: Establishing training objectives
b: Setting standards for training performance
Step 6: Evaluating for job behavior effects
Step 2: Setting formative evaluation procedures
Step 5: Course modifications
Step 3: Implementation of formative evaluation procedures
Step 4: Evaluating for Attitude and learning effects

The group's evaluation model is based on the literature review's conceptual framework and some parts of Models 1, 3 and 4 contained on pages 1-10 of part I. The model presents the literature review's central thesis that evaluation be considered a tool for making decisions during three distinct stages of a training cycle. The division areas consist of systems assessment and program planning at pre-training stage, program implementation and program improvements at en route stage, the program certification at post-training stage.

The evaluation instruments recommended for each step are numbered according to the corresponding step number indicated in the model on page 5. Thus the following instruments should be used for Steps:

1: Checklist of PEP objectives to ensure full coverage of intended scope.

2 and 3: Paper and pencil test, observation and interview guides, questionnaires, situational test, rating scale and checklists.

4: Paper and pencil test for content coverage, open-ended questions for attitudes, observations.

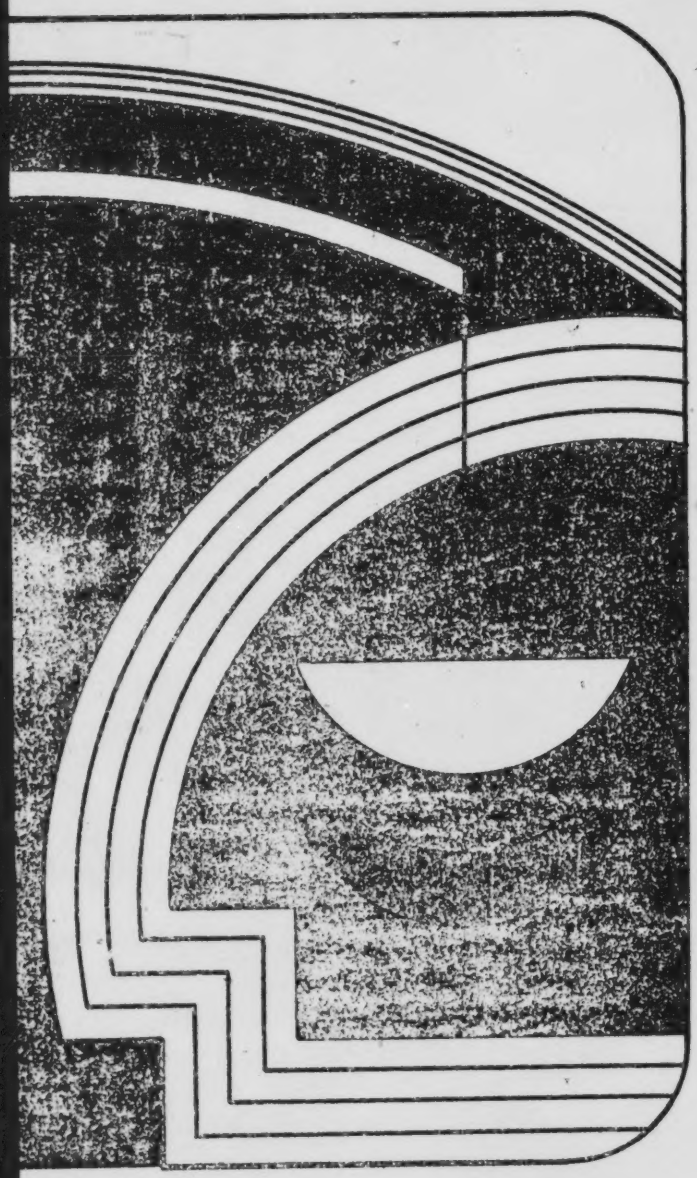
5: Some types of evaluation implements but with different contents.

6: Observation guides, attitude scales, evaluation committee's reaction reports.

7: Posttests (paper and pencil test with objective and essay items), attitude scales, performance tests.

The complete evaluation cycle with the instruments associated with each step can be used for all three training components of the "Supeermod" scheme, i.e., the superordinate, peer, and modular training. Two steps, however, may not apply to the modular training component of the model. Steps 1 and 5 may not be possible since the objectives and design of the modules have been ascertained by the module developers. It may be possible, on the other hand, to send recommendations to the curriculum writers for changes required by evaluation results.

strategies for values clarification in population education



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PART I

MODELS AND STRATEGIES BY EDUCATORS, RESEARCHERS AND OTHER VALUE CLARIFICATION EXPERTS

MODEL I

TEACHING PROCESS FOR TEACHING A MORAL DILEMMA

BY

LEONARDO DE LA CRUZ

(BASED ON GALBRAITH AND JONES MODEL)

Model I - Population Education: Teaching Process for Teaching a Moral Dilemma

by

Leonardo D. de la Cruz

Whether we like it or not, family planning constitutes a moral dilemma for many individuals in the Philippines.

Galbraith and Jones have recommended a model for "Teaching Strategies for Moral Dilemmas" (see Diagram of the Teaching Process for Teaching a Moral Dilemma - p. 6)

1. Confront a Moral Dilemma

   a. Introduction to the Dilemma

      Below are two points of view:

View # 1	View #2
Large families are God's will. It is a mortal sin to limit one's fertility.	It is a mortal sin to beget children that one cannot feed.
Large families promote morality and help prevent divorce or infidelity.	Large families promote immorality. Either husband and wife are lured into easy money, if only to support a big family.

   b. Definition of the Dilemma

      Those views are divergent and constitute a dilemma, though only to those who are Roman Catholics, perhaps. It is a problem only to those who believe that there is an element of truth to both, hence posing cognitive dissonance on the person confronted by the above issue. To one who has internalized either of the two value positions, however, there is no dilemma.

C. Statement of the Nature of the Dilemma

It appears from the two opposing views that, as Lucretius once said, "What is food to one man may be fierce poison to others." The problem boils down to:

1. Which view should one take? Why?

2. How does one justify taking one position in favor of another?

2. State a Position on the Original or Alternative Dilemma

a. Establishment of the Individual Position for Action

The teacher encourages individual students to make a stand, guided by his own convictions.

b. Establishment of the Class Response to the Position of Action

The teacher motivates the students to make an assessment of the overall position of the class. A good test to determine how controversial the issue is, is the extent to which the class is almost equally divided. To insure a lively, intelligent and/or affectively loaded discussion, the teacher must present more arguments to strengthen the apparently weaker position.

c. Establish the Reasons for Individual Positions

To crystallize their thoughts, the students discuss the issue, and then write their own reasons for a position taken. Making students write their positions and reasons will insure that everybody is involved, and not just those who are more active during class discussions.

3. Testing the Reasoning for a Position on the Dilemma

Galbraith and Jones say, "This is the most important step in the teaching process. It gives the members of the class an opportunity to test their reasoning against others. Each class session usually involves a full class discussion; however, deploying students in small groups for several minutes can help to involve more students in the discussion. It also generates additional reasons, and helps to focus on the 'best' reasons for action. Meeting in small groups prior to a full discussion gives a person a chance to think about and share reasons for an exchange among class members. The task of the small group usually involves the preparation of a defense for a particular position by listing all of the best reasons for recommending a specific action."

3

a. Select an Appropriate Strategy.

One strategy is to divide the class into two main groups. The members of each group are those in agreement with one of the two views in the situations.

b. Examine Different Individual Reasons within the Class Group.

Let each member of the group enumerate all his reasons for an action. Find out if these are common reasons. Let the group agree on the three most important reasons for a given action on the dilemma, arranged in a hierarchy of significance.

The different groups list their reasons on the blackboard. These are explained. Encourage the members of the opposing group to challenge the reasons given by the other group.

c. Examine Reasons as they Relate to the Problem.

Make sure that the class members relate their reasons to the basic problem under consideration.

4. Reflect on the Reasons for a Position.

This part of the valuing process has two sub-steps, namely: 1) summarizing the reasoning discussed in class, and 2) stating a reason.

a. Summarizing the Reasoning Discussed in Class

Encourage the students to reflect on the pros and cons of each view.

The teacher may also ask the students if they think there is a "right" answer to the moral problem. The teacher may provide the student an opportunity to introduce new reasoning or materials at this point.

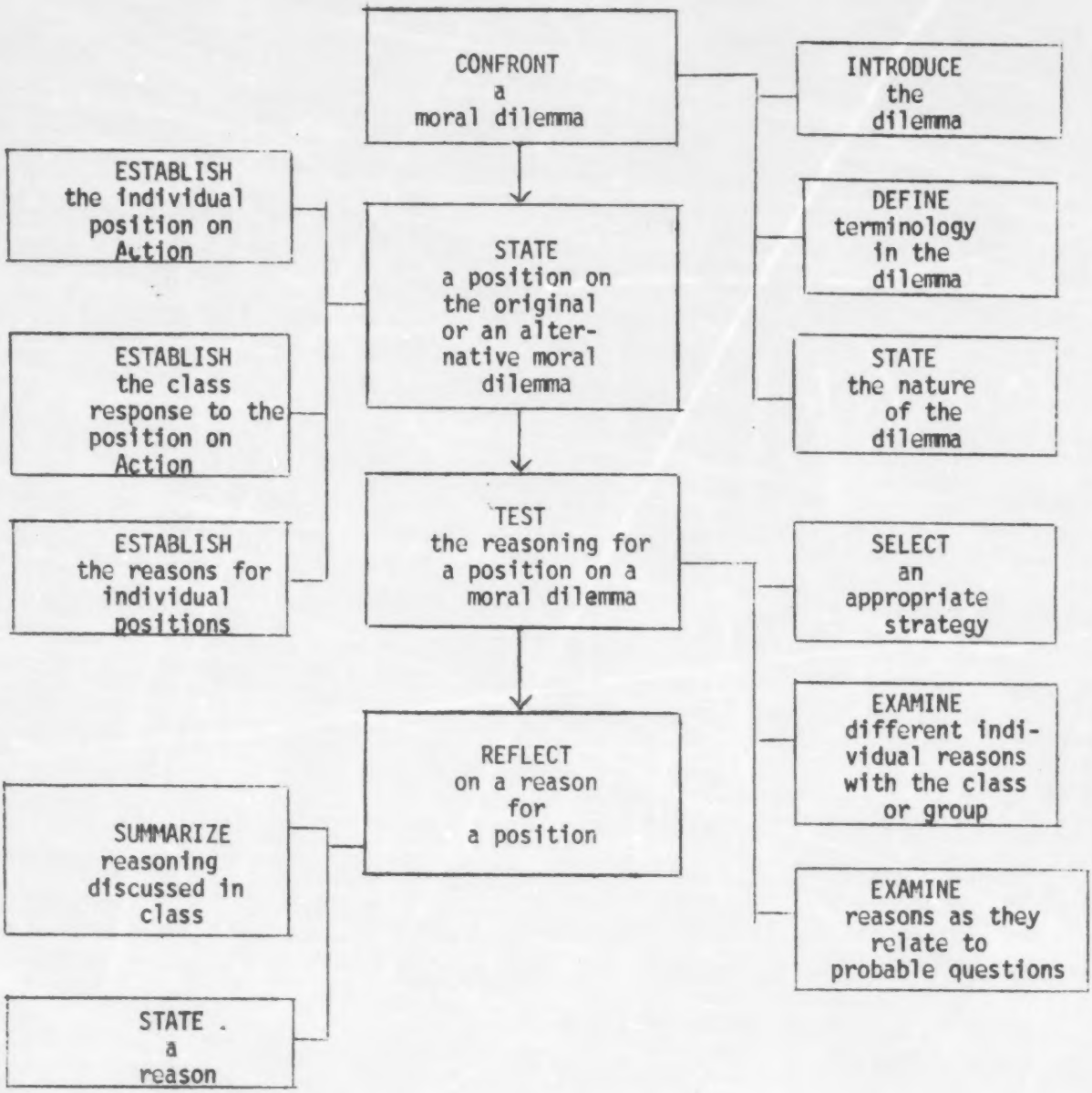
b. State a Reason

It is hoped that at the end of the lesson, every student will arrive at a defensible view, which is well reasoned out. Ideally, the whole class should come up with one position, but this is not often possible with a difficult moral dilemma such as the controversial issue upon which this discussion

focuses on. It is not unlikely then as Galbraith and Jones say, that, "They should leave the classroom still wondering about the best response to a difficult moral problem."

It is only in a valuing climate that decision-making can take place. The decision is one that is of the students, by the students and for the students, and never that of the teacher. And since it is the choice of the students, they will be committed to whatever slant of the view they take.

DIAGRAM OF THE TEACHING PROCESS FOR TEACHING A MORAL DILEMMA


CONFRONT a moral dilemma
INTRODUCE the dilemma
DEFINE terminology in the dilemma
STATE the nature of the dilemma
STATE a position on the original or an alternative moral dilemma
ESTABLISH the individual position on Action
ESTABLISH the class response to the position on Action
ESTABLISH the reasons for individual positions
TEST the reasoning for a position on a moral dilemma
SELECT an appropriate strategy
EXAMINE different individual reasons with the class or group
EXAMINE reasons as they relate to probable questions
REFLECT on a reason for a position
SUMMARIZE reasoning discussed in class
STATE a reason

Source: Ronald E. Galbraith and Thomas M. Jones, "Teaching Strategies for Moral Dilemmas" Social Education, January, 1975.

MODEL 2

EXPLORING FEELINGS

BY

JACK FRAENKEL

(ADAPTED FOR POPULATION EDUCATION

BY LEONARDO DE LA CRUZ)

Model 2 - Exploring Feelings

by Jack Fraenkel

Strategy #1 - Focus Slum Way of Life

Strategy #2 - Developing Empathy via Poetry

(Both strategies are adapted for population education by Leonardo de la Cruz)

Strategy #1 - Focus Slum Way of Life

It has been said that as a rule, Filipinos are emotional rather than rational. For example, during local and national elections, the candidate who appeals to the emotions usually wins.

Since sensibilities are important, one strategy that could be utilized is the exploration of feelings without intruding into the privacy of students. One such strategy is suggested by the Taba Curriculum Development Project[1], the general format of which is used in this paper.

To familiarize themselves with the exploration of feelings, the students are asked to read excerpts from books, articles, etc. such as the following:

Excerpt from F. L. Jocano, *Slum As A Way of Life.*

> *We say...there are cases where the coming of the child or children is not welcomed...Abortion is resorted to... But when this is impossible, as when pregnancy is at an advanced stage, the child is disposed of as soon as it is born. A number of informants could remember cases wherein they picked up newly-born infants wrapped in newspapers and abandoned in garbage cans. These informants were mostly scavengers.*[2]

Teacher	Student	Teacher Follow-up
What happened?	Re-states facts.	The teacher supplies more information. The various orphanages are useful sources of similar cases.
How did the mother feel when she abandoned her baby?	Makes inferences as to feeling.	Accepts inferences.
Why do you think she would feel that way?	Explains	Asks students for clarification if necessary.
Who has a different idea about how the mother feels?	Makes alternative inferences and explanations.	Seeks variety if necessary. Ask for reasons if necessary.
How did the scavenger feel when he found the infant?	State inferences about the feelings of the scavenger.	Seeks clarification if necessary. Encourages students to consider how other people in the situation feel.
Have you ever heard stories like this before?	Describes similar event in his own life.	Ensures vivid description of event.
How did you feel?	Describes his feelings.	Seeks clarification if necessary. Provides support if necessary.
Why do you feel this way?	Offers explanation. Attempts to relate his feelings to events he has recalled.	Ask additional questions, if necessary to get beyond stereotyped or superficial explanation.

This technique is important. The main message of George Leonard in one of his books is the importance of ecstasy in education. In fact, his book is entitled, *Education and Ecstasy.*[3] This is shared by another well-known educator, Richard Jones who wrote a book *Fantasy and Feeling in Education.*[4]

Footnotes:

1. Taba Curriculum Development Project.

2. F. Landa Jocano, *Slum as a Way of Life.* Quezon City: University of the Philippines Press, 1975. p. 56.

3. George B. Leonard, *Education and Ecstasy.* N. Y.: Delacorte Press, 1968.

4. Richard M. Jones, *Fantasy and Feeling in Education.* N. Y.: New York University Press, 1968.

Strategy #2 - Developing Empathy via Poetry

Taba says, "to extend sensitivity, students need an opportunity to react with feelings and to identify with feelings of other people whether in the reality of actual experiences or as described in fiction."[1] It should also be stressed that "feelings, values, and sensitiviteis are matters that need to be discovered rather than taught."[2]

On this Fraenkel says, "to help students identify and empathize with others, teachers need to increase student sensitivity to the worth and dignity of other individuals, especially those unlike themselves."[3]

Author Alice Miel in her book *Shortchanged of Suburbia* describes how the children of the well-to-do get short-changed in the process of elitist education. Can population educators succeed if they are not able to penetrate the value behavior and feelings of the poor people who tend to have big families? Can we succeed as teachers if we start students from where we are rather than pick up learners from where they are?

With this idea in mind, I propose a technique for developing empathy among students, especially the well-to-do sectors of our society.

Poetry comes into play in this technique. Instruct your students: "Close your eyes. Concentrate on the message of the poetry that I am going to read to you."

REQUIEM FOR A FAILURE

by Terence Johnson

I view solemnly the cracked walls.
They stand cold ..... lifeless.
I view garbage overflowing in the streets.
It's filthy ..... lifeless.
Then I see my child.
He lives between these roach-infested walls.
He plays in these filthy streets.
He is full of life, by no means lifeless.

My son brings these crevice-infested walls
These filth lined streets to life with just
his presence.
They seem to laugh at me, reflecting, reflecting
Reflecting greater than my mirror, my failure.

My son cannot envision his future
Only I see his destiny.
It hurts to see such a glum picture.

Teacher	Student	Follow-Up
What is the poem all about?	Describes the content.	Where might the place be?
What should mother/ father do?	Suggests what might be done, such as not to have any more children.	Why did the parents fail to act that way before?
What might happen to them, if they have more children?	Anticipates what might possibly happen.	Asks students reasons why they think such will happen.
What might happen to the son?	Explains why they think this will happen to son.	Seeks clarificiation of responses.
What do you think the child should do when he grows up?	Explains why he should do these.	Probes into each alternative proposed.
Why do you think he should do that?	Explains answer.	Probes into the answers.
Have you ever witnessed/experienced a similar situation?	Narrates or describes experiences.	Ensures detailed description of event/s.
What did you do?	Describes action.	Provides support, if necessary.
As you think back now, was that a good or bad thing to do. Why?	Justifies action or regrets having done such.	Accepts whatever response is given. Don't make any value judgments.
What else could you have done?	Describes what else could have been done.	Ask for justifications of each of the alternative actions.

While the technique is not specifically designed for use in population studies, a clever teacher can always utilize it to achieve empathy.

Footnotes

1. Hilda Taba, *Curriculum Development: Theory and Practice.* New York: Harcourt Brace Jovanovich, 1962. p. 279.

2. Ibid. p. 224.

3. Jack Fraenkel, *Helping Students Think and Value.* New Jersey: Prentice-Hall, Inc., 1973.

MODEL 3

STRATEGIES FOR CLARIFYING VALUES

BY

SIDNEY SIMON

("COAT OF ARMS" ADAPTED FOR POPULATION EDUCATION BY LEONARDO DE LA CRUZ)

MODEL 3 - THREE VALUE-CLARIFYING STRATEGIES

By

Sidney Simon

Strategy #1 - Things I Love to Do

Ask students (teacher does it with them) to number from 1-20 on a paper. Then suggest they list, as rapidly as they can, 20 things in life which they really, *really* love to do. Stress that the papers will not be collected and "corrected," and that there is no right answer about what people should like. It should be emphasized that in none of values strategies should students be forced to participate. Each has the right to pass. Students may get strangely quiet; and, at first, they may even be baffled by such an unschoollike task as this. Flow with it, and be certain to allow enough time to list what they really love to do. Remember, at no time must the individual's privacy be invaded, and that the right of an indivudal to pass is sacrosanct.

When everyone has listed his 20 items, the process of coding responses can be started. Here are some suggested codes which you might ask the students to use:

1. Place the ₱ sign by any item which costs more than ₱3, each time you do it.

2. Put an R in front of any item which involves some RISK. The risk might be physical, intellectual, or emotions. (Which things in your own life that are things you love to do require some risk?)

3. Using the code letters F and M, record which of the items on your list you think your father and mother might have had on their lists if they had been asked to make them at YOUR age.

4. Place either the letter P or the letter A before each item. The "P" to be used for items which you prefer doing with PEOPLE, the "A" for items which you prefer doing ALONE. (Stress again that there is no right answer. It is important to just become aware of which are your preferences.)

5. Place a number 5 in front of any item which you think would not be on your list 5 years from now.

6. Finally go down through your list and place near each item the date when you did it last.

The discussion which follows this exercise argues more eloquently than almost anything else we can say for values-clarification.

Strategy #2 - I Learned That I . . .

This strategy fits in with the one above. After students have listed and coded their 20 items, the teacher might say, "Look at your list as something which tells a lot about you at this time in your life. What did you learn about yourself as you were going through the strategy? Will you please complete one of these sentences and share with us some of the learning you did?

I learned that I. . . .
I relearned that I. . . .
I noticed that I. . . .
I was surprised to see that I. . . .
I was disappointed that I. . . .
I was pleased that I. . . .
I realized that I. . . .

The teacher must be willing to make some "I learned that I. . . " statements, too. And they must not be platitudinous, either. Every effort is made for the values clarifying teacher to be as honest and as authentic as possible.

"I learned that I. . . ." statements can be used after almost any important value clarifying strategy. It is a way of getting the student to own the process of the search for values. It should be clear how diametrically opposed "I learned that I. . . ." statements are from indoctrination, although it is possible to misuse this or any clarification strategy to get kids to give back the party line. On the other hand, using this strategy can begin to build that lifetime search for personal meaning into all of our experiences.

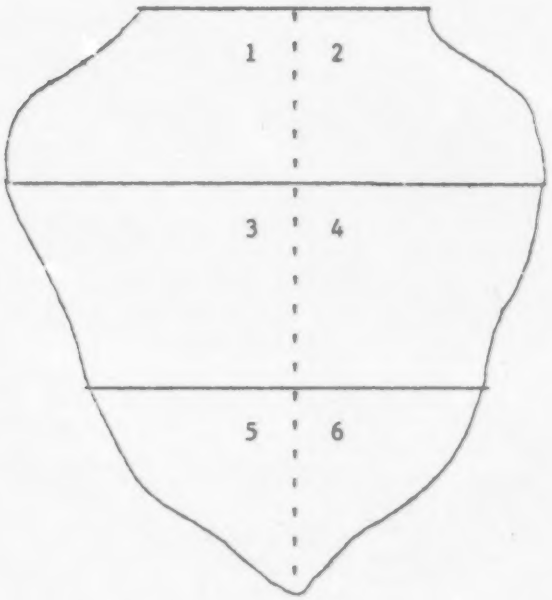
Strategy #3 - The Personal Coat of Arms: A Valuing Strategy
(Adapted for population education
by Leonardo de la Cruz)

A coat of arms is a term that denotes a shield bearing heraldic insignia. More loosely the term connotes achievement, and it may refer to the whole representation--shield, helmet, crest, mantling, and supporters. However, the narrower meaning of the term is probably more accurate, for quite often armor trappings consist only of a coot of arms. And since only a few have supporters, the achievement belongs to a minority of those who possess arms.

Coats of arms were first used by knights of the 13th century; they were an outer garment worn by men over their armor.[1]

Sidney Simon[2] used the coat of arm as a means to learn more about some strongly held values, as well as the importance of publicly affirming what we believe, that is, literally wearing out values over our shields.

The coat of arms shield suggested by Simon is divided into six sections illustrated as follows:



In this teaching technique, the teacher makes it clear that words are to be used only in the sixth block. All the others are to contain pictures/drawings and/or figures.

This is not an art lesson, hence crude figures are accepted. If one were to use this technique in the field of population education, one may give the following instructions:

1. In block number 1, draw two pictures. One to represent the size of your family and one to show the family size you would like to have.

2. Make or cut out a picture to show one of your firmly-held values regarding population variables one from which you will never deviate.

3. Draw or cut out a picture to show a population-related value

which your family lives by (extended family, early marriage, etc.) There should be a consensus over the value among the members of your family.

4. In this block, imagine that you could achieve something for your community's/country's population. What would you strive to do?

5. In this block show one of the population-related values (equality, absence of poverty, etc.) you feel deeply about, and which you would like all men to have an equal concern for.

6. In the last block, you may use as many as four words. When you are not around, what would you like people to say about your stand on poulation?

The class may be divided into four groups. In each group, the members will discuss the population-related values of each set of pictures/drawings/figures.

Each group will select the best population-related idea for each block. This will be drawn by the artist of the group. The pictures used by any of the members may be utilized. Each group will present a coat of arm.

The members of the class then discuss the population-related values of each block in the coat of arms. Students' values in regards to population matters are expected to be varied and conflicting, hence the discussion of each block in the four coats of arm will probably lead to identification of values, value judgments and values clarification.

Footnote:

[1] Encyclopedia Britannica

[2] Sydnedy Simon, "Value Clarifying Strategies."

MODELS 4A

LIFE CAREER GAME

BY

BARBARA VARENHORST

(ADAPTED FOR POPULATION EDUCATION

BY LEONARDO DE LA CRUZ)

MODEL 4_A - LIFE CAREER GAME

by Barbara Varenhorst

(Adapted for population education
by Leonardo de la Cruz)

This game involves planning and decision-making on the part of typical students. In the Life Career Game of Barbara Varenhorst, she recommends that the class be divided into two teams. Each group is asked to plan the next 20 years of the life of a student. Varenhorst recommends that the two teams compete for points in four areas of life - education, job, leisure, and family life. Points are calculated on the basis of probability scales.

However, in this adaptation of the game, the emphasis will be on rational planning and decision-making rather than competition.

Group I will plan the life of a young man, Juan, who is about to graduate from high school. Juan is the eldest of seven children. His parents are farmers, with a piece of land of about 3½ hectares, and an average annual yield of 150 cavans of palay. They have vegetable and fruit trees from which the family derives part of its income.

Juan is graduating from high school. He has an average I.Q. and his general average is about 85 or B. How will you plan his life for the next 20 years?

Group II will plan the life of Pedro, the son of a foreman in a small factory. He is the third in a family of five. His father is earning about 600 pesos a month. His mother has a sari-sari store. They live in a city.

Pedro's I.Q. is below average and his general average is about 75 or C. How will you plan his life for the next 20 years?

For a more systematic guide to the life career game, the following value inquiry model might be suggested:

1. <u>The Value Problem</u>

   How will you plan the lives of Juan and Pedro?

2. <u>Value Relevant Behavior</u>

   For every plan suggested, a value could be inferred. For instance what values may be inferred from the following plans:

a. Juan will go to College/University

b. Pedro will go to a Technical/Vocational School

What societal values may be inferred from the above?

3. Hypothesizing

If Juan goes to College/University and Pedro goes to a technical/vocational school, how would their job placements look in the plan?

What might be expected of their income level?

Who would be expected to marry earlier?

What might be expected of their family size?

4. Data Gathering

What evidences may be presented to prove that their expectations for both Juan and Pedro are reasonable?

5. Alternative Plans/Values

With the facts given about the lives of Juan and Pedro, what alternative life paths may be planned for them? What may be the consequences of each plan? What is the motive behind each plan? To what extent is each plan influenced by the value behavior standard of proponent of the plan?

6. Choosing

How was the final plan arrived at? To what extent are the 20-year plans for Juan and Pedro similar to what actually happens to a typical young man in Philippine society? Does the final plan coincide with what most members of the class anticipate would be their fate in the future?

7. Stating Reasons

Why did you plan the life of Juan and Pedro the way you did? Would this contribute to national development efforts? Do you think both Juan and Pedro would be happy with the way you plan their lives? Why? Are the population-related plans the most conducive to the enhancement of quality of life? Why?

MODEL 4B

THE PROBLEM OF OVERPOPULATION

BY

ANNETTE HART

Model 4B - The Problem of Overpopulation

by Annette Hart

Concept/Generalization

Population and overpopulation affect individuals in varied ways.

Simulation

"Too many People in One Place"

Materials

Chalk, floor space

Procedure

Draw a large circle on the floor. Circle should be large enough to accommodate approximately 12 people.

Have 12 pupils distribute themselves outside the circle. Every ten seconds, allow one child to enter the circle. As each child enters the circle he should begin moving around, trying to stay within the boundaries. After all of the 12 pupils have crowded into the circle, they should continue moving as fast as they can for approximately three minutes.

Some may be pushed outside the circle, bumped, pushed down, etc. When the time is up, have all of the pupils return to their seats and discuss population and overpopulation and the accompanying problems that have arisen from their experiences.

Follow-Up Discussion

Discuss possible solutions to the problem of overpopulation in the "circle community". Merely telling the pupils about overpopulation would mean little to them. But letting them experience it in a controlled situation, such as a simulation game, conveys an essential social studies concept.

Source: Annette Hart, *Social Studies Strategies*. California: Educational Insights, Inc., 1975.

MODEL 5A

VALUE CLARIFICATION OF SEXUAL BEHAVIOR

BY

LANE WILEMAN

Model 5A - Value Clarification of Sexual Behavior

By Lane Wilbman

Generalization: Individual values influence sexual behavior.

Behavioral Objectives:

1. Define the term and identify examples of sexual behavior.
2. Given an example of sexual behavior, explain how it meets the needs of individuals in a given society.
3. Given a description of sexual behavior, classify it as "good" or "bad" as perceived by a given society.
4. Describe two to six alternative points of view upon being given:
   a. physical relationships between men and women
   b. social relationships between men and women
   c. emotional relationships between men and women
5. Select one of your values and analyze the process you used to arrive at that value through a given set of questions.
6. Given 10 examples of sexual behavior in society today, list as many feelings as you have about each.
7. List 5 examples of your sexual behavior and indicate the reasons related to your needs and values which cause you to behave as you do.

Audio Visual Equipment Necessary: A Carousel slide projector and a cassette tape recorder.

Author's Note on Procedures:

This model originally includes a slide-tape presentation and an Activity Booklet which the learner writes on as the story progresses. Aside from actualizing the storyline, the slide presentation gives instructions for working on the Activity Booklet. However, since the complete Activity Booklet nor the slide and tape are unavailable, this particular revision has been adapted, containing only the main script on sexual behavior, and the pre-test and post-test, which aid the learner in clarifying his values regarding sexual behavior.

Sexual Behavior Script

Definition

Sexual behavior may be defined as those human relationships that are influenced by sex roles. Relationships can be physical, emotional, or social. The physical relationships are commonly recognized as sexual, but people often fail to recognize the elements of sexuality involved in social and emotional relationships.

The sexual aspect of social and emotional relations becomes clear when we think about our early conditioning. Psychologists have noted that mothers begin differentiating between male and female infants when they are quite young. There are certain things that little boys do, other things that little girls do. These acceptable forms of behavior may vary among individuals, but every child develops his own concept of masculinity and feminity. He acts in accordance with his concept the rest of his life (though certainly his concepts can and do change over the years). A small child will often treat his female friends differently than he treats his male friends; and if he punches Suzie in the nose, his mother will probably be more concerned than if he punches Johnny. His socialization may also include learning such things as that boys are stronger, braver, more intelligent. Suzie may learn that males are protectors, providers, less emotional. Children learn from observation and from being told these things. Consequently, adults have a concept of male and female sex roles. They know what they expect of themselves, how they expect others to behave, and they know how most other men and women expect them to behave. Let's look at some examples of behavior and see if the behavior is sexual or not.

Is a woman cleaning her house engaged in sexual behavior? Most likely she is because taking care of the home is a function of women in our society. It is part of the relationship between women and other members of the family.

Is eating dinner sexual behavior? Probably not in our culture. The cooking of dinner is usually sexual behavior when the woman does it. In former years when women learned to be "picky" eaters or in cultures where women eat after the men are finished, eating dinner would be considered sexual behavior.

Mrs. Jones and Mr. Robertson are both management consultants with the same amount of experience. Their boss always gives Mr. Robertson the most challenging work. Is his behavior sexual? Probably so. Unless Mr. Robertson has shown himself to be the more able employee, we can assume that the boss is making a sexual distinction in assuming that Mrs. Jones can do less.

Sexual behavior is an area full of rights and wrongs. The labels "moral" and "immoral" are often applied to sexual behavior. When we think about sexual morals, we have a tendency to think of the Judeo-Christian traditions. These are customary to people of Western cultures. However, the word "moral" derives from "mores", which means customs. Thus moral means "that which is customary", and our designations of "immoral" can only mean behavior which is not customary to us.

Many other cultures have adopted patterns of sexual behavior that are not consistent with Western, or especially American, mores. However, these same societies will also have morals that closely resemble our traditional ones. These sexual mores, as all others mores, have arisen from needs of individual members of society or from needs of the society as a whole, although the mores may have originated so long ago that one can no longer identify the needs without delving deeply into the history of the culture. The mores of a society are also reflected in the individual values held by the members. If a person has chosen a belief freely, if he prizes the belief, and if he repeatedly acts according to his belief, then we can say that he has a value. We will look at some societies and the sexual behavior that they accept and see if we can relate the needs and values of the indivíduals to their sexual behavior.

Japanese Sexual Behavior

The Japanese represent a sexually conservative society. Although mores and behavior are changing in Japan just as they are in the rest of the world, many traditions still exist and are reflected in the lives of large numbers of people.

The society is patriarchal, that is, it is headed by the father. The traditional position of the female is subservient from childhood. Her role is that of the homemaker and mother, and a woman's chores about the house--cleaning, sewing, cooking, etc.--are never performed by men. In agricultural areas, however, she is expected to finish housework quickly and join the men in the fields. Women join in the household of their husbands, and the households often include several generations. Duties of each member are strictly prescribed according to sex and position. Formerly, each room of the house was divided into a "high" and a "low" side with men always sitting on the high side and women on the low. A wife did not perform social functions--hence the existence of the geisha house where men entertained. Marriages were arranged. Sexual compatibility was not a consideration as sexual relations are a hurried affair due to lack of privacy. Men and women both entered marriage with very little information about sex and usually no experience. A Japanese husband was usually reserved and tended to feel and express little emotion toward his wife.

Let's look at a situation. Isamu has met a girl in the village that he is quite fond of, but his marriage partner has already been

arranged. Although he has discussed love-matches with several of his friends, he has concluded that arranged marriages usually work out best. Consequently, he marries the girl his parents have picked for him. Let's examine some of the reasons for his decision. Isamu's decision reflects his need of acceptance and approval from his family. Had he married the girl he himself liked he would have had acceptance from her, and from some of his peers, perhaps, but he would have lost some acceptance and the approval of his family. As Isamu decided, after considering alternatives, that arranged marriages were better and he acted according to his belief, we can state that he probably values arranged marriages.

Eskimos Sexual Behavior

A much more permissive sexual culture to our way of thinking exists with the Eskimo. Premarital intercourse is not frowned upon. It is not unusual for very young girls to marry men who are two or three times their age. The May-December aspect of marriage occurs because the hardships of life often require infanticide and female infants are more often killed than males. Consequently there is a shortage of women and only older, established males are allowed wives. The shortage of women often leads to polyandry or more than one husband. Rarely is there a marriage with more than one wife. Men pick a girl and then appeal to her father for permission. Wives have specified duties including chewing their husbands' boots to soften them, making clothing, and cooking, and they do not learn building and hunting skills, which causes great difficulty when a husband dies. As a woman cannot provide for her children, the children often die not long after their fathers.

Eskimos are very social and are constantly entertaining. Unlike the Japanese wife, the Eskimo wife serves a social role preparing food for company and sometimes even being offered as a sexual partner. Refusing a man's wife is a serious breach of etiquette. There are some cases of group sexual activity during long winter nights when normal routine is impossible.

Longer-term wife-trading is also acceptable. If a woman wishes to visit her family and a man in her village is planning a trip near her family's village, the husbands may exchange spouses for the duration of the trip, sending the wife with the traveler while the traveler's wife provides for the stay-at-home husband during his own wife's absence. Sexual exchanges are not permissible without the consent of the woman's husband and failure to obtain permission is a serious matter--quite as serious as having another man's wife sew a pair of mittens without consent. As the subordinate sex, women theoretically have little say in most matters, including sexual exchanges. However, anthropologists find that they do normally have more influence than it might first appear. And in cases where there is more than one husband, the woman is often catered to by both.

Now consider this situation. Kasaluk told her husband Samik that she wants him to ask her before he invites company and especially before he offers her sexually to another man. Samik refused because he said that he was superior and consequently it is right that he make all such decisions. If others were to learn that he had to get permission from a woman, he would be ridiculed and scorned. Refer to your needs sheet. What needs are satisfied by Samik's belief that he is superior? Does he value his superiority? Feeling superior to women gains approval from Samik's peers, for they could not admire a man who felt otherwise. In addition, Samik's self-esteem and feeling of success depends on his role as master of his home and his awareness that others know this. Samik has considered alternatives to behaving as befits his superior rank; he is willing to make his belief known; and he behaves as superior males should. So we can say that Samik values superiority.

Indian Sexual Behavior

Another society accepting polyandry and polygyny is that of the Todas in South India. There, too, we find the practice of female infanticide which later compels some 60% of the women to have more than one husband. The husbands are usually brothers but are sometimes only members of one clan, or "clan-brothers". Marriage is always within a clan but it is prohibited among members of the same family line. There are some few polygynous marriages and some are conjoint--at least two wives and two husbands. Child marriages are often arranged. While husbands own a wife in common, they do not consider their property joint and one husband may move, taking his water buffaloes and other possessions along.

Polyandry presents problems of paternity and most people who practice it have some way of deciding who the father of each child is. The Todas have a ceremony of social legitimization whereby one husband chooses to be the father about the seventh month of pregnancy. Since extra-marital and premarital sex are permitted within the same clan and family line boundaries as marriage, a child conceived out of wedlock must also be legitimized in the same way. Occasionally a child is claimed by a man who wishes to marry the mother regardless of whether or not he could be the biological father. As there is no illegitimacy, there is no stigma. Someone always claims the child.

Women pound grain, make furniture, mend clothing, and cook while men confine themselves to tending the herds and such. Only the man may participate in religious ceremonies, and males have their own paths which women may not walk on. Men also own all property. Women, however, may decide upon which of their husbands they will bestow their sexual favors at any given time. Wives may be stolen from their husbands, though, and have no choice in the matter so long as their kidnapper delivers the appropriate number of buffalo to pay the former

husband for his economic loss. There is no legal recourse by either husbands or wives since wife-theft is accepted.

Here is a situation in a Todas family. Enzigwuf has two husbands. She believes that one of them is responsible for the birth of a set of twins, a very bad omen for a woman. Consequently, she refuses to have sexual intercourse with him and sleeps only with her other husband. Although both husbands have attempted to get Enzigwuf to submit to the disfavored husband to prevent jealousy, she maintains that she has the right of refusal and does not have to obey them. She thinks the consequence of having intercourse with the disfavored husband might be the birth of more twins, a disaster. Can you state one need that might cause Enzigwuf's behavior? Do you think her behavior results from a value? The primary cause of Enzigwuf's refusal to have intercourse with one husband is probably her need for safety. Having twins is an ill omen and could bring danger. Enzigwuf might also be motivated by a need for independence, not wanting her husbands to tell her what to do. Since she has chosen her action from at least one alternative, openly states her choice, and behaves according to her choice, we can call it a value.

Polynesian Sexual Behavior

The Polynesian people are also renowned, by our standards, for their sexual permissiveness. Genital manipulation and masturbation occur practically from birth. Males in particular engage in homosexual activity, although rarely to the exclusion of heterosexual relations. In recent years, mores concerning premarital intercourse have changed--the missionary influence has discouraged the freedom formerly permitted and the practice of "night crawling" among young males with many Polynesian people. The appointment is often arranged between the couple during the day and the boy must then manage to enter the girl's house while her parents are asleep. The changing mores have led to the situation where premarital intercourse is somewhat discouraged but it seems to matter little unless a couple is careless enough to get caught. The same holds true of extra-marital intercourse.

A more unusual situation existed in Hawaii until the last century. The ruling family of Hawaii procreated all royalty through intercourse between brothers and sisters. While incest is prohibited by virtually every society, particularly sexual relations between members of the nuclear family, it was required of Hawaiian kings and queens. Each had another wife or husband from among the common people, but it was necessary for them to produce from their pure bloodline, a child to rule the island. The royalty was thought to be descended from the gods and consequently they could not weaken the royal line with children who were part commoners. Those children born to a king or queen and a non-royal spouse were not members of the royal family. Incest was not acceptable outside the royal family. Let's look at a situation in the

Hawaiian ruling family. Tahia, a Hawaiian queen, bore three children by her brother, whom she intensely dislikes. However, from the time she was a child, she knew that it was her duty to have children by him and she never questioned it. What needs did Tahia satisfy by having the children by her brother? Did she value this behavior? By having children by her brother, Tahia gained the acceptance of her family and subjects for doing her duty. In addition, she gained approval. However, we cannot say that her behavior reflected a value because she did not choose it, question it, or consider alternatives.

Western Sexual Behavior

Western mores have not always been as restrictive concerning sexual behavior as they are today. For several hundred years after the birth of Christ, the influences of Christianity failed to impede the free sexuality of the people. But slowly the Christian influence spread into the sexual realm, repressing old morals. A height of sexual repression was achieved in the Victorian period with its war against sin, not the least of which was sexual sin.

The Victorian woman was considered sexless and pure, incapable of bestial sexual feeling. There were, of course, "bad" women, for once a woman slipped a bit off her pedestal, society did not allow her to regain respectability. Many of these "bad" women were forced into prostitution, an outwardly condemned institution but one which people felt made it possible for wives and daughters to be "good" women.

The family was an authoritarian unit headed by the father. Responsibilities of the woman as a housewife and mother were made plain, as were those ways in which she could or could not behave. She should be submissive, modest, and hardworking. Any mention of sex was taboo, and sex was broadly interpreted. It was not proper to mention that a woman even had legs. Birth control met with violent opposition as did use of anesthesia in childbirth. Masturbation was looked upon with particular horror, and fathers even fitted small cases to their sons to prevent it.

Now we will consider a Victorian situation. Mrs. Taylor did not fit Mr. Taylor's expectations of a wife. She read novels and participated in sports and seemed to be frankly interested in sexual matters. Within a year of their marriage she was actively campaigning in behalf of birth control. It became apparent to Mr. Taylor that his wife was not a good woman, especially when she argued and refused to submit to his wishes. With neighbors and business acquaintances talking about Mrs. Taylor, her husband felt that he could not remain with her and hold his status with his friends nor maintain his self-respect. So, using his better judgment, he told his wife to leave his house. What needs did having his wife leave fulfill for Mr. Taylor? Leaving Mrs. Taylor provided Mr. Taylor with approval of his friends for taking a stand against a less than ideal woman. He was able to keep his self-esteem and perhaps even feel more successful since his inability to control his wife's behavior denied success to him.

e-Test

The following test is designed to measure your learning from the activity in conjunction with the post-test you will take after you have completed the activity. It will not influence your grade. Two items are available for your use throughout the activity, including the pre-test. One is a set of definitions of forms of marriage. The other is a list of needs that you will be asked to select from. Be sure you have these before you begin.

Questions 6, 7, and 8 may startle you when you read them. You may consider them personal and no one's business but your own. However, as part of the purpose of this activity is helping you assess your feelings and attitudes about sexual behavior, the questions are necessary.

So that you may feel free to answer them--and to protect your privacy--you will be asked to evaluate these questions yourself. After completing the pre-test, ask the monitor for the pre-test evaluation guide and evaluate your answers. Report your scores in the space following question 5. Be sure to detach questions 6, 7, and 8 before turning in the test.

1. Define sexual behavior.

2. Of the following examples of behavior, circle the letter before any that you think are examples of sexual behavior.

   a. a girl flirting at a party
   b. a man offering a woman his seat on the bus
   c. a 6-year-old boy refusing to fight with a little girl in his class at school.
   d. a boy trying to persuade his girlfriend to have sexual intercourse

3. Below are some examples of sexual behavior and the society which accepts or prescribes this behavior. Explain how you think each of these behaviors meets the needs of individuals in the society. (You may refer to the list of needs provided with the package.)

a. Victorian society - All sexual activity considered sinful.

b. Polynesian - Homosexual behavior among children

c. Eskimo - Wife-trading

d. Todas - Polyandry

e. Japanese - Arranged marriage

4. Below you will find 10 examples of sexual behavior and the name of a society. In the box beside each, label "G" if you think the society as a whole accepts or perceives the behavior as good. If you think the society would consider the behavior bad, label it "B".

a.	Father dominant in home	Traditional Japanese ☐
b.	Group sex activity	Eskimo ☐
c.	Use of birth control	Victorian ☐
d.	Extra-marital sexual relations	Todas ☐
e.	Brother-sister incest for royalty	Hawaiian ☐
f.	Women dominant in home	Eskimo ☐
g.	Wife-stealing	Polynesian ☐
h.	Women enjoying sexual relations	Victorian ☐

5. Below is a list of points of view held by some people concerning relationships between men and women. Some of these beliefs may coincide with yours and others may not. In any case, there is always at least one alternative view of any of these relationships. For each point of view, state as many alternatives as required. (A number in parentheses at the end of the statement tells you how many additional points of view are required.)

a. Women should try always to do what men wish them to do. (3)

1.
2.
3.

b. Unmarried men and women ought to be free to have sexual intercourse in any circumstances. (3)

1.
2.
3.

c. Men are less apt to get emotionally involved with women than women are with men. (2)

1.
2.

d. Women should dress to please men. (2)

1.
2.

e. Women should not try to hold "intellectual" conversations with men because women are not intelligent enough. (3)

1.
2.
3.

f. Husbands should respect their wives' feelings about physical sex and not ask that they have intercourse unless the wife desires it. (2)

1.
2.

6. Select one of your values concerning sexual behavior, state the value in the space provided, and then answer the questions.

Value: _____

a. Did you choose this value yourself or did someone else (your parents, a friend, etc.) apply any pressure?

b. Name at least one alternative to this value that you could have held but rejected instead.

c. For each alternative, state why you rejected it.

d. Do you feel happy about your value? Are you glad that you hold this value and not one of the alternatives? If you wish you held one of the alternatives, state why.

e. How many people know that you hold this value? Name at least 2. How do they know?

f. State the most recent time this value has influenced your behavior. How did it do so? What might you have done instead if you had not held the value?

g. How long have you had this value? How often does it influence your behavior? Can you think of any times you have behaved in a way not consistent with your value? How many?

7. Below are 10 examples of sexual behavior in society today. After each, list as many feelings as you have about the behavior.

a. Communal marriage

b. Women holding jobs outside the home

c. Men practicing "chivalry" - holding doors open, etc.

d. Husbands doing housework

e. Dances for 5th grade students

f. Young adults attending x-rated movies

g. Men refusing to work for female bosses

h. Married women flirting with men at parties

i. Men visiting prostitutes

j. Girls participating in sports with boys

8. Below list five examples of your sexual behavior. The behavior may be involved in physical, social, or emotional behavior.

Then using the needs sheet, try to relate your behavior to one or

more needs. If any of the behaviors are based on values, note them.

1.

2.

3.

4.

5.

Self-evaluation score

question 6 _____

question 7 _____

question 8 _____

Post-Test

1. Define sexual behavior.

2. Of the following examples of behavior, circle the latter before any that you think are examples of sexual behavior.

   a. a Boy Scout helping an old lady across the street
   b. A girl refusing to play baseball because she is concerned about developing muscles
   c. a husband and wife going to church
   d. a man visiting a massage parlor

3. Below are some examples of sexual behavior and the soceity which accepts or prescribes this behavior. Explain how you think each of these behaviors meets the needs of individuals in the society. (You may refer to the needs sheet.)

   a. Japanese - father dominant in the home

   b. Todas - wife-stealing

   c. Eskimos - polyandry

   d. Victorian - prostitution

   e. Polynesian - "night crawling"

4. Below you will find 10 examples of sexual behavior with the name of a society beside each. In the box, label the behavior G (good) or B (bad), depending on how the society as a whole perceives the behavior.

   a. wife-trading
   b. masturbation
   c. Incest
   d. polygyny
   e. extra-marital sexual intercourse

   traditional Japanese ☐
   Victorian ☐
   Todas ☐
   Eskimo ☐
   Polynesian ☐

f.	group or conjoint marriage	Todas
g.	extra-marital sexual intercourse without husband's permission	Eskimo
h.	wife and mother holding job outside home	Victorian
i.	masturbation	Polynesian
j.	premarital sexual intercourse	traditional Japanese

5. For each of the following points of view concerning sexual behavior, state as many alternatives as required by the number in parentheses at the end of the statement.

   a. Men should have some sexual experience before marriage so they can teach their wives, but women should be virgins. (3)

      1.
      2.
      3.

   b. Men should share housework equally with their wives. (3)

      1.
      2.
      3.

   c. Girls should have as many educational advantages and opportunities as boys. (2)

      1.
      2.

   d. Men should be courteous to women under all circumstances. (3)

      1.
      2.
      3.

   e. Women are too emotional to excel in politics as men have. (3)

      1.
      2.
      3.

   f. Men who put down women's lib honestly believe that women are inferior. (2)

      1.
      2.

The following three questions will be self-evaluated and only you will have access to them. After completing the questions, ask the monitor for the post-test evaluation guide, evaluate your questions, and report your score on the preceeding page. Do not forget to detach this section before turning in your test.

6. Select one of your values concerning sexual behavior, state the value in the space provided, and then answer the questions.

value: _____

a. Did you choose this value yourself or did someone else (your parents, a friend, etc.) apply any pressure?

b. Name at least one alternative to this value that you could have held but rejected instead.

c. For each alternative, state why you rejected it.

d. Do you feel happy about your value? Are you glad that you hold this value and not one of the alternatives? If you wish you held one of the alternatives, state why.

e. How many people know that you hold this value? Name at least two. How do they know?

f. State the most recent time this value has influenced your behavior. How did it do so? What might you have done instead if you had not held the value?

g. How long have you had this value? How often does it influence your behavior? Can you think of any times you have behaved in a way not consistent with your value? How many?

7. After each of the following examples of sexual behavior, list as many feelings as you have about that behavior.

a. Husbands attempting to satisfy their wives sexually

b. Husbands and wives taking separate vacations

c. Men always hiring pretty secretaries

d. Women refusing to work for female bosses

e. Husbands refusing to do housework

f. Women wearing long hair to please their husbands

g. Teenagers going on coed camping trips

h. Men subscribing to "nudie" magazines

i. Fathers forcing their sons to participate in sports

j. Salesmen talking down to women

8. Below list five examples of your sexual behavior. The behavior may be involved in physical, social, or emotional behavior.

Then using the needs sheet, try to relate your behavior to one or more needs. If any of the behaviors are based on values, note them.

1.

2.

3.

4.

5.

Self-evaluation score

question 6 _____

question 7 _____

question 8 _____

Self-Evaluation Guide Questions 6-8, Sexual Behavior

Question 6

Values are defined as ideas we choose, prize,and act upon. The questions a - g, are to determine if you do in fact do these things. Check each question on your answer sheet as indicated by the guide below.

a. If you chose the value yourself, give yourself a check. But do not check the question if you think anyone else applied pressure which was a major factor in your choice or if you chose the value in rebellion. If your mother said you would go to hell if you didn't believe a certain thing and you believe she was correct, do not give yourself a check. Or if a teacher you disliked stressed the value and you chose another from spite, do not give yourself a check.

b. You must have at least one alternative that you seriously considered. If so, give your self a check.

c. You must be able to state good reasons for rejecting any alternatives. If so, give yourself a check.

d. You must be happy with your choice. If so, give yourself a check. But if you wish you held an alternative vlaue, do not check this question.

e. Someone must be consciously aware that you hold the value--either because you have so stated to them or from observing your actions. If at least two people are aware of your value, check this question.

f. The value must have caused you to behave in a certain way fairly recently--or at least the last time an appropriate issue came up. If so, give yourself a check.

g. From the time you chose the value, it must have influenced your behavior. Occasionally you may slip up, but most of the time you must act according to your value. If you always or usually act according to your value, check this question.

A value is an all-or-nothing thing. If you have a check by each question, a - g., give yourself 10 points on the self-evaluation score. If any of the questions did not receive a check, give yourself a 0.

Question 7

The feelings we have about things depend largely on the amount of

time we have thought about them. Normally, the more we have considered something, the more feelings we have.

Give yourself one point for each separate feeling you listed. If you did not list any feelings under one of the behaviors listed, subtract 3 points. (You could have a negative score.) Report your points on the self-evaluation score.

Question 8

a. Were you able to relate each behavior to a need? If so, give yourself a point for each.

b. If all your behaviors listed were physical--deal with physical contact between two people--give yourself one additional point. (Max. total - 6; 5 from a, above, 1 here)

c. If you had two categories of sexual behavior listed, give yourself three additional points (Max. total 8; 5 from a. above and 3 from here.)

d. If you had three categories of sexual behavior listed, give yourself five additional points (Max. total 10; 5 from a. and and 5 here).

To help you decide what categories you had, use the following guide.

1. Physical--physical contact such as kissing, sexual intercourse

2. Social--relationships between people at a social level (and having to do with differences between men and women). Examples include behavior at parties (flirting with people), at work (a woman doing things for her male boss that a man would probably not do--perhaps making and delivering coffee), and social amenities (a man holding open a door for a woman).

3. Emotional--relationships between people based on feelings (and related to sex differences)--love, affection between men and women or between two people of the same sex when also involving physical desire.

Now be sure you have reported all your scores correctly on the self-evaluation sheet; detach questions 6-8 from your test; and turn in your test questions 1-5, the self-evaluation score sheet, and this guide to the monitor.

MODEL 5B

POPULATION EDUCATION VALUING PROCESS

BY

LEONARDO DE LA CRUZ

(BASED ON RATHS, HARMIN,
AND SIMON MODEL)

MODEL 5_B - POPULATION EDUCATION: VALUING PROCESS

by Leonardo de la Cruz

(Based on Raths, Harmin, & Simon Model)

Population education necessarily involves changing people's values towards population matters. We therefore strive to disseminate population information and knowledge in order to change people's attitudes. However, no real learning has taken place unless such attitudes become part of people's value behavior standards. Hence, the gap in knowledge, attitude, and practice (KAP). But how does one make people internalize values? The valuing process is one approach. The valuing process takes place when, as Louis Rath and Company say, the learner:

Chooses	1.	freely
	2.	from alternatives
	3.	after thoughtful consideration of consequences of each alternative
Prizes:	4.	cherishes, is happy with the choice he has made
	5.	willing to affirm the choice publicly
Acts:	6.	does something with his choice
	7.	repeatedly, in some pattern of life

Let us examine some value positions relevant to the population problem.

One approach is to let the learners check their position on a five-point scale before reading and/or discussions. A check on 1 would mean favoring big families, while a check on 5 would mean favoring small families.

After the pre-test, reading and/or discussion follows. To verify if in fact there are indications of a new premise for value behavior position, a post-test is given. The difference in mean scores for each learner (before and after) might be computed to find out if there has been a significant shift in attitude.

A basic assumption of the valuing process as applied to population education is that population education is neither equated with propaganda nor with indoctrination.

VALUES CONDUCIVE TO BIGGER FAMILIES	VALUES CONDUCIVE TO SMALLER FAMILIES

1. Health Values

1 2 3 4 5

Children often die. Since children often die, it is necessary to have more children to make sure that someone will inherit the family wealth.

Family health is insured. The mother's health is preserved. Father need not work so hard to be able to provide more than enough for the family.

2. Economic Values

1 2 3 4 5

Economic asset and security for old age. Children are economic assets and are social security for old age.

Higher standard of living. Living expenses are less when you have a small family. The family can save to buy all comforts in life plus money for recreation.

3. Family Welfare Values

1 2 3 4 5

Big families are educative and happy. The bigger the family the more chances to learn from one another. Furthermore, big families are happy families.

Better child rearing and tensionless families. Children are considered "jewels," not nuisances, hence reared better. There is no tension brought about by insufficient resources in the family.

4. Marriage-related values

1 2 3 4 5

An only child is a spoiled child. Children from smaller

Happy dispositions. Children from smaller families are more

families are prone to adjustment problems, hence less likely to be well-adjusted to their future spouses.

unlikely to suffer tension while being brought up, hence are likely to have happy dispositions, even during marriage.

5. Personality-Related Values

___ ___ ___ ___ ___
1 2 3 4 5

Ego Support. The more children, the more husbands demonstrate their virility and manliness.

Self-Actualized. The less the number of children, the more likely will they realize their ambitions.

6. Moral Values

___ ___ ___ ___ ___
1 2 3 4 5

God's Will. Large families are God's will.

Morally Irresponsible. A person who has more children than he can decently bring up is morally irresponsible.

7. Cultural Values

___ ___ ___ ___ ___
1 2 3 4 5

Attribute of status. Parents of the Year awardees are those who have many successful children.

Social Problem. Parents with big families are likely to add to social problems.

This exercise presupposes that there will be enough reading and other instructional materials and intelligent discussion of the issues involved.

Basically, the approach is to shatter a person's existing value behavior standard by introducing new and revealing informational data derived from researches. The new knowledge will create an imbalance in the learner, shattering his cognitive-affective consistency. To restore

balance or homeostasis, the learner either rejects the new knowledge, retaining the old attitude, or accepts the new knowledge and adopts a new attitudinal position consistent with the new cognitive orientation.

Since every learner is basically rational, his natural inclination is to accept knowledge arrived at through scientific research. Hence, he is likely to change his attitude, which is, of course, a mere disposition to act. What we need is practice, especially with regard to population education. However, if he chooses from alternatives, after thoughtful consideration of the consequences of each alternative, the learner is likely to cherish - i.e., be happy with - his choice and willing to affirm the choice publicly. Furthermore, since he prizes what he himself chooses, he will hopefully act on it, and make it part of his pattern of life. With this the KAP gap would be minimized, if not totally eliminated in the learner.

MODEL 6

SOCIAL ISSUES MODEL: TO CONTROL OR NOT TO CONTROL POPULATION GROWTH

BY SWEENEY AND PARSONS

(ADAPTED FOR POPULATION EDUCATION BY LEONARDO DE LA CRUZ)

MODEL 6 - SOCIAL ISSUES MODEL: TO CONTROL OR NOT TO CONTROL POPULATION GROWTH

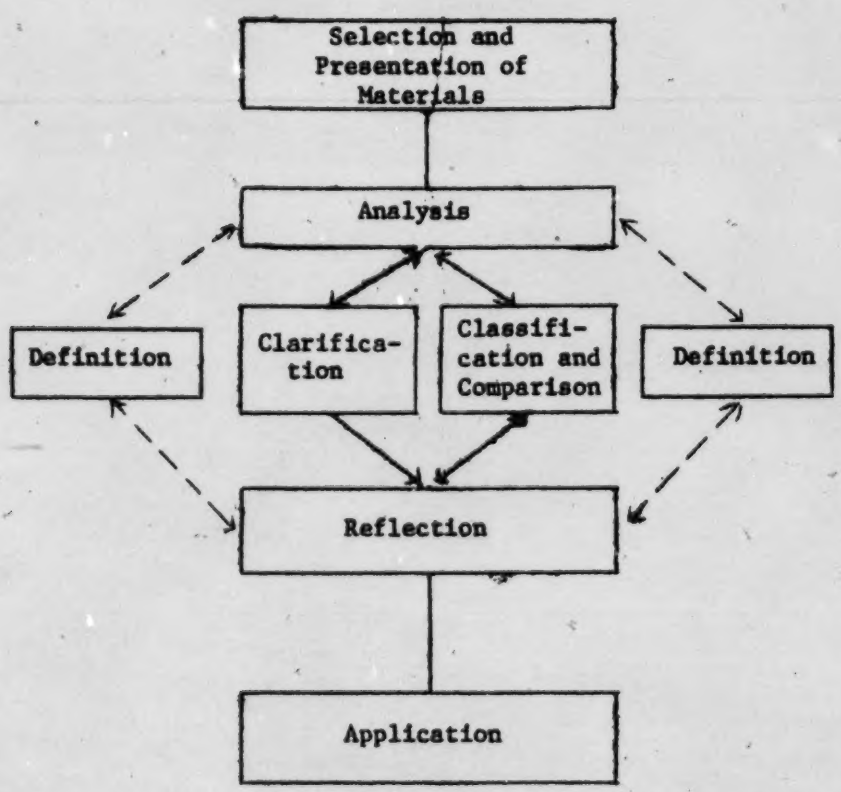
by Sweeney and Parsons

(Adapted for population education
by Leonardo de la Cruz)

The population problem is an oral problem, and one of the ways through which people may be made to realize it is through the schools. Hence the massive population education drive in the schools. Education implies the acquisition of knowledge via inquiry or any of the discovery-oriented strategies, and the internalization of a new behavior posture via valuing or values clarification.

One values-clarification approach is Sweeney and Parson's Special Issues Model. The model is diagramatically presented as follows:

SWEENEY, PARSONS' SOCIAL ISSUES MODEL



I. Selection and Presentation of Materials

Selection of Materials. Since the launching of a massive population education program for the schools, the amount of reading materials alone, not to mention visuals and films, has increased enormously. It is therefore necessary to determine what materials to make available to children at different grade levels. The problem, however, is aggravated by the fact that population concepts are integrated in five disciplines in the schools, namely in social studies, mathematics, science, health, and home economics.

What guidelines might be borne in mind in the selection of materials?

1. Are the materials appropriate for the age and/or grade level?

2. Do the materials fit into the conceptual framework of the mother discipline?

3. Do the materials present all sides of the issue?

4. Is the language within the reach of the learners?

5. Are the materials appropriate to the Philippine situation?

Sweeney and Parsons cite many sources of materials: "Songs and poetry offer a medium of expression which students can respond to in a positive matter. Literature and especially novels offer a fruitful choice of materials which can be used effectively. The teacher can take portions of dialogue from a novel that contain the issue to be discussed and present them to the class. Role-playing exercises involving social issues content, as well as games and simulations, can and should be used in the social issues classroom. Paintings often did with social issues content and can be analyzed productively by students.

Obviously newspapers, periodicals, and quotations provide another rich area for materials acquisition."

Presentation of Materials. A simplistic way of presenting materials is to let students read two sets of contradictory materials. Then a brainstorming session follows. However, for young children this may not be the most effective way. Simulation is recommended. Below is one way of doing it.

Prepare 6-8 blocks which, when stacked vertically together, exceed slightly the length of a meterstick; one meterstick; instruction sheets for two observers, a block-stacker and the meterstick holder.

The Activity

Ask for two volunteers to be the meterstick holder and the block-stacker, respectively. Give the former the meterstick and his instruction card (1) Give the block-stacker his instruction card (2) and point out the pile of blocks. Information on the cards is *not to be* revealed.

Give the meterstick holder observer card (3) and the block stacker observer card (4) to the observers.

Instruction cards:

Meterstick Holder (1)

Your task is to prevent the block stacker from *ever* achieving the height of your meterstick.

First, hold the meterstick vertically next to the blocks as if to aid the stacker in achieving his goal.

Second, knock the blocks down before they reach the tip of your meterstick. At first, subtly, as if by accident.

Whatever happens thereafter, *never* let the blocks be stacked as high as the meterstick. Keep on knocking them down.

Block Stacker (2)

Your task is to stack blocks higher than one meter, vertically.

The pile of blocks that you see will, indeed, reach higher than one meter when stacked.

A person will assist you in measuring your stack by holding a meterstick adjacent to it.

Whatever happens, continue to toy to build a stack over one meter high. Never give up.

Explain that this is in effect what happens in many social issues. One builds up arguments say for population control, but another person vertically shatters that by advocating the opposite view.

II. Analysis

After the simulation, the reading materials, visuals, etc, are made available to the students. They will analyze these. Analysis in this context is virtually tearing the contradictory arguements into discrete parts. As Sweeney and Parson say, "These parts might include: a) what the materials say; b) what the intention is; c) how the students thinks the material wants him or her to feel; d) the action (what's happening) of the material; and e) why it happened. (no order implied).

Take for example the statement, "When you see a new baby, do you look at the mouth and think how much he will eat or the hands, and think how much he will do?" Even such a short cliche can be subjected to analysis, using the criteria for analysis suggested by Sweeney and Parsons.

III. Clarification

Sweeney and Parson has this to say about the goal of this phase of the model. They say that it is meant "to help each student understand where he or she stands on values that are relevant to the controversy being discussed."

Values-clarification is not to be equated with 1) differentiation of fact from value, and 2) analysis of value judgments. To illustrate:

A. Fact and Value

1. What is our current population policy? (Question of fact)

2. What should be our population policy? (value)

B. Analysis of Value Judgment

Family planning should be made compulsory among poor people.

C. Clarification of Values

Value clarification exists where two equal goods or evils confronts an individual. For instance, when you a new baby, do you look at the mouth and think how much he will eat, or at the hands and think how much he will do?

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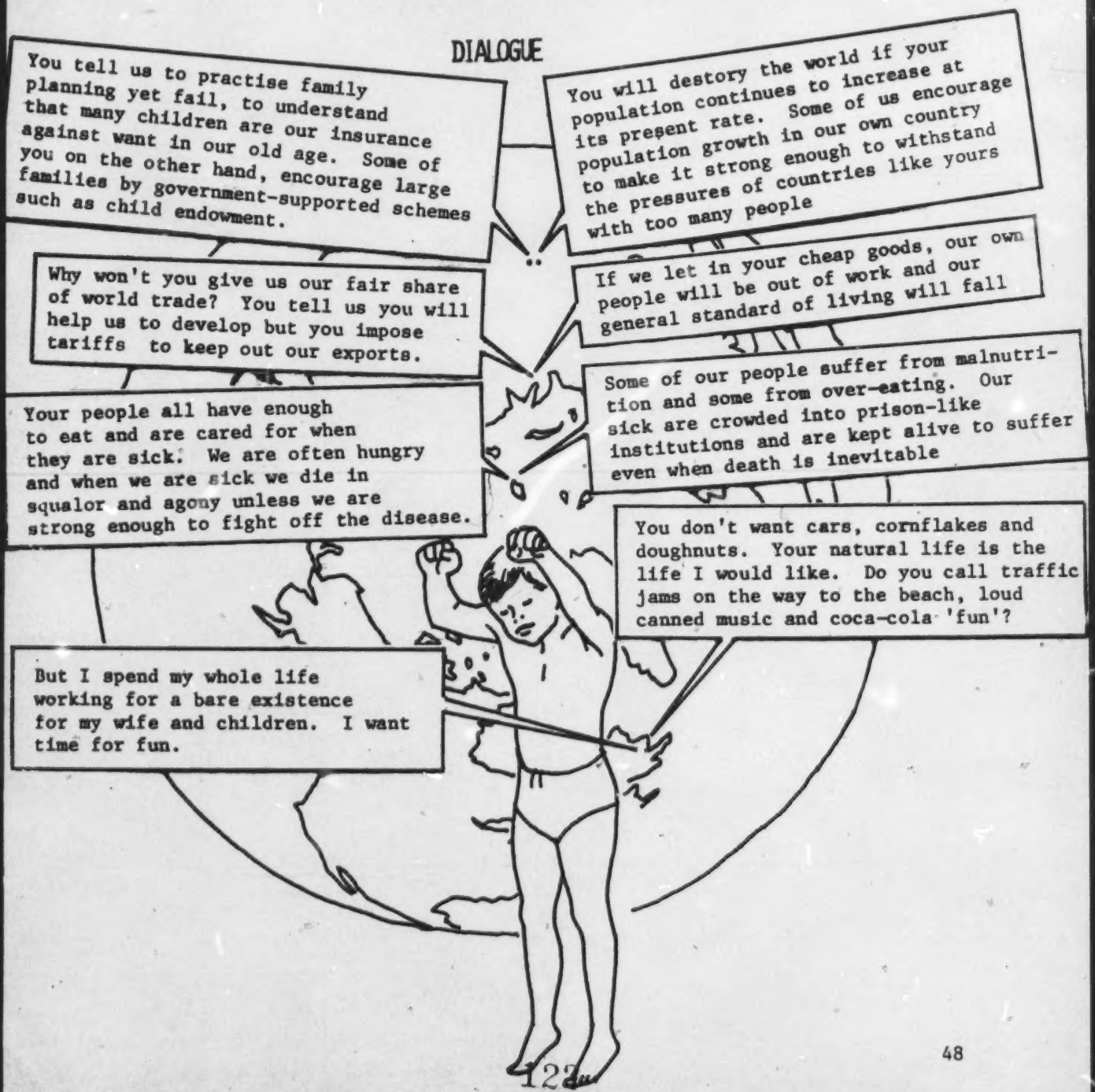
This question is one that calls for values clarification.

IV. Classification and Comparison

In this phase of the model, the students are asked to identify and classify the basic values contained in the materials. Bruce Patty's cartoon illustrates a good classification and comparison.


DIALOGUE
You tell us to practise family planning yet fail, to understand that many children are our insurance against want in our old age. Some of you on the other hand, encourage large families by government-supported schemes such as child endowment.
You will destory the world if your population continues to increase at its present rate. Some of us encourage population growth in our own country to make it strong enough to withstand the pressures of countries like yours with too many people
Why won't you give us our fair share of world trade? You tell us you will help us to develop but you impose tariffs to keep out our exports.
If we let in your cheap goods, our own people will be out of work and our general standard of living will fall
Your people all have enough to eat and are cared for when they are sick. We are often hungry and when we are sick we die in squalor and agony unless we are strong enough to fight off the disease.
Some of our people suffer from malnutrition and some from over-eating. Our sick are crowded into prison-like institutions and are kept alive to suffer even when death is inevitable
You don't want cars, cornflakes and doughnuts. Your natural life is the life I would like. Do you call traffic jams on the way to the beach, loud canned music and coca-cola 'fun'?
But I spend my whole life working for a bare existence for my wife and children. I want time for fun.

The three main steps in the classification and comparison phase as suggested by Sweeny and Parsons are:

1. Probe and underlying values in the materials presented;

2. Compare the underlying values in the materials with student values;

3. Discuss other examples of similar value conflicts.

V. Reflection

In this phase, Sweeney and Parson suggest the following guide questions:

1. Have I changed my values? In what way? Why?

2. Have my values remained as they were? If so, why?

3. Have I modified my values? In what way? Why?

4. Having made a decision about the issues involved, what are the implications of the decision? How do they affect me as an individual?

5. What can I do about my decision?

6. If I do act, what are the alternatives to my action?

VI. Application

This is the commitment phase of the model. Sweeney and Parsons suggest two questions to help students at this stage, namely:

1. Assume that you are in a position to solve most of the problems that we have discussed. Do you think that action should be undertaken? If so, by whom?

2. In which of the cases would you say youth would have the hardest time affecting the social order? In which case would they have the least difficulty?

The summative evaluation should be the extent to which the student actually behaves on the basis of a value position he has chosen to embrace which hopefully is one consistent with national development.

Reference:

Jo A. Cutler Sweeney and James B. Parsons, "Teacher Preparation and Models for Teaching Controversial Issues" Controversial Issues In the Social Studies:^ A Contemporary Perspective. Raymond R. Muessig (Editor) NCSS, 45th Yearbook, 1975.

PART II

MODELS AND STRATEGIES DESIGNED BY THE POPULATION EDUCATION RESEARCH UTILIZATION CONFERENCE-WORKSHOP PARTICIPANTS

SECTION A - BY ADMINISTRATORS (PRINCIPALS, SUPERVISORS, AND SUPERINTENDENTS) - JUNE 15-18, 1976

SECTION B - BY PRACTITIONERS (TEACHERS AND SUPERVISORS) - APRIL 27-30, 1976

Value Clarification on Human Sexuality
(Based on Galbraith-Jones Model)
Group I Administrators' Workshop Model

A. Content: Human Sexuality - Unwanted Pregnancy
B. Audience: Adolescents of Ages 16-17
C. Outcome: Open-ended
D. Valuing Process:

	CARLA'S DILEMMA - to have the baby and suffer disgrace at 16, or - to get rid of the baby to retain respectability	Situationer Carla, a 16-year old high school student who comes from a well-to-do family with strict parents and two over-protective older brothers, finds herself pregnant and faced with a problem. Her boyfriend, Raul, a sailor, left for the United States not knowing of Carla's plight.
Have baby aborted by "hilot", doctor or through pills	Individual students state positions on Carla's dilemma and reasons for positions taken.	Strategy Individual students state position and reason.
Stay with relatives, have the baby and hope for adoption		
Go to home for unwed mothers and put up baby for adoption	Expand discussions by dividing students into groups, each group testing each reason for a position	Group discusses position further; may write down reasons
Have the baby and suffer the consequences, hoping for a better future life		
Commit suicide		
Leave choice open. The moral issue of position 6 may be further explored	Have whole class reflect on each reason for a position; summarize reasons	Teacher with whole class summarizes positions and reasons; asks class to reflect on each; does not force a choice to be made.

Value Clarification of Sexual Behavior
Group II Administrators' Workshop Model

A. Content: Human Sexuality as Influenced by Smut Periodicals

B. Audience: 14-16 year-old high school students.

One of the dilemmas regarding human sexuality being faced by high school students is caused by conflicting messages from various sectors of society. Some of these messages arise from the proliferation of smut literature and mass media like pornographic pictures, films, periodicals, comics, etc. These are counteracted by moral and spiritual exhortations from the school and the church, blaming the mass media and pornographic stimuli as the cause of the youth's moral and spiritual degeneration. It is at this stage that the youth experience confusion and value dilemmas and must be helped to understand themselves and their behavior in relation to the environment and the conflicting stimuli that are impinging on them.

C. Outcome: Open-ended

The primary goal is to bring out a value-laden situation that the students can react to. The students are exposed to conflicting precepts and practices regarding human sexuality. They will be asked to explore and discover how individual values influence their choice of sexual behavior after being exposed to these conflicting situations. However, the students are left to decide which value decision to make at the end of the discussions.

D. Valuing Process: Exploring Feelings - "Individual Values Influence Choice of Sexual Behavior"

1. Springboard - Teacher presents an illustration of the male and female anatomy

2. Students are asked to write three kinds of emotional reactions or behavior that are evoked when they see illustrations of the male and female anatomy. Then papers are sent aside after students are finished.

3. Teacher distributes newspaper clipping on smut periodicals. The following dialogue is conducted.

Group I students	Group II students
Student Ia - "You say that one way of desensitizing us from sexual malice is by accustoming and exposing us to sights of sexual behavior through such situations as body language."	Student IIa - "Now how do you differentiate between smut and artistic portrayal of human anatomy?

Student 1_b - "There are still people in the upper level of society who patronize sauna baths, massage clinics, bars, etc."	Student II_b - "So many campaigns are being undertaken by such crusaders as the Catholic Women's League and Bishop Conference against smut and pornographic literature."

Other students are also encouraged to verbalize their reactions toward the newspaper clipping.

4. Comparison and Analysis: At the end of the dialogue, the teacher asks the student to compare the feelings or emotional reactions they listed earlier regarding the male and female human anatomy against their reactions towards the newspaper clipping to find out if the two sets of reactions are similar or not.

E. Resources and Materials

a. paper and pencil

b. verbal confrontation or dialogue

Model For Teaching a Moral Dilemma
On Contraceptive Use
Group III Administrators' Workshop Model

A. Content: The Use of Contraceptives

View No. 1	View No. 2
The use of contraceptives should be included in the population education curriculum as early as the intermediate grades.	The use of contraceptives should not be included in the population education curriculum for elementary level.

B. Audience: Teacher trainees of a PEP teacher training course.

C. Goal: To present a dilemma regarding the issue of inclusion of contraceptive methods in elementary population education curriculum which would invite disagreement among the teacher trainees. Through the valuing process, trainees become aware of their conflicting values which affect their decisions on the teaching of contraceptive methods in population education as early as the intermediate grades. The strategy seeks an open-ended outcome where teacher trainees are left to decide for themselves which view is right.

D. Valuing Process:

	Trainer	Learner	Trainer's follow-up
1.	Presents the two views on flashcards or on the chalkboard.	Trainees react.	Trainer provides the situation.
2.	Trainer encourages teacher trainees to make a stand.	Trainees give their stand.	Trainer accepts
3.	Trainer asks trainees to defend their views.	Trainees defend their views.	Asks additional views for clarification or may present some arguments to strengthen the weaker view.
4.	Trainer groups the class into two based on their positions. .es to	Trainees group according to their stand.	Asks trainees to select the most important reasons of the group and arrange them in a hierarchy of significance.
5.	Trainer asks trainees to list their reasons on the chalkboard	Trainees list their reasons on chalkboard.	Asks members of opposing group to challenge reasons of other groups.

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	Trainer	Learner	Trainer's follow-up
6.	Trainer encourages trainees to reflect pros and cons of each view.	Trainees reflect	Trainers ask if there is a right answer to the moral dilemma.

At the end every teacher trainee is expected to form his stand on the moral dilemma. The decision is one for the trainees to make and since it is their choice they will be committed to whatever side they make.

This model is based on Galbraith-Jones-de la Cruz model. The group tried as much as possible to relate it to the focus of this seminar which is the training of teachers.

Value Clarification on Family Size & Sex Preference
Group IV Administrators' Workshop Model

A. Content: Family size and sex preference. Desire to have a child of the opposite sex after having three or four of the same sex in a row.

B. Audience: Grade Six pupils

The target groups are children aged 11 to 13 years who at this early adolescent stage are starting to develop the concept of family size and sex preference.

C. Goal: Resolving a Moral Dilemma

Whether to have another child of the opposite sex after having three or four of the same sex in a row, or to be content with three or four children of the same sex.

The process uses an open-ended approach and a combination of the cognitive and affective strategies.

D. Valuing Process:

	Teacher	Pupils	Teacher follow-up
1.	Teacher uses a comic strip "A Father's Wish" to present the dilemma.	1. Pupils react to the comic strip (buzz sessions of small group)	Observes activity
2.	Draws out reasons why father wants another child - a boy.	2. Give their reasons. Ex. - the son will carry on the family name.	Accepts all the pupils' answers.
3.	Gives a situation for role playing: a mother wanting a daughter after having 3 or 4 boys.	3. Role playing	Observes activity of pupils.
4.	Again draws out reasons why mother wants a daughter.	4. Discuss the reasons. Ex. - The daughter can help in the household chores, etc.	Accepts all the answers.

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	Teacher	Pupils	Teacher follow-up
5.	Asks the b ys, then the girls how they feel towards characters in the comic strip.	5. Children cite their feelings and their reasons for such. Boys and girls compare their answers.	
6.	Ask pupils to discuss and later write down their reactions.	6. Discuss and write down their reactions.	

E. Student-teacher Involvement

The proposed model involves greater pupil participation than teacher participation. The teacher's role is that of a facilitator - drawing out reactions and feelings from the pupils.

F. Resources:

1. A Comic Strip "A Father's Wish" pp. 94-97, Teacher's Guide in Population Education for Social Studies, Grades I - VI
2. Buzz sessions
3. Role playing
4. Discussion
5. Writing activity

Value Clarification On Family Size
Group I Practitioners' Workshop Model

A. Content: Family Size

B. Audience

The target audiences are children whose ages range from 11 to 13, and who are either in the intermediate grades (Grades V and VI) or in first year high school.

At this stage, decisions of children result from blind obedience to power and their desire to avoid punishment and to satisfy their needs. At the same time, they are starting to assert themselves and to question authority.

C. Outcomes or Goals

The goal is to introduce a dilemma which will promote disagreement among students without reaching a resolution. Through the valuing process, the students grow aware of conflicting values regarding family size. The strategy seeks an open-ended outcome. Students are left to decide for themselves which is the best family size.

D. Valuing Process

The group has come up with the following steps:

Step I - The teacher, thru role playing, presents a dilemma - whether to have a small or big family.

Step II - The children state and defend their positions regarding family size.

Step III - Discussions are conducted to enable pupils to support their views and crystallize their thoughts. After discussion, they write their reasons for taking a particular stand. This will insure involvement of everyone and give chance to those who are less active during class discussions.

Step IV - Teacher tests students by letting the members of each group enumerate their reasons for selecting a particular view. Then the reasons are arranged in their hierarchy of significance. Teacher encourages the members of the opposing group to challenge the reasons given.

E. Student-Teacher Involvement

The teacher should be able to define clearly the nature of the dilemma for the students to effectively formulate and state their views. The students are encouraged to present as many views as possible. As a facilitator, the teacher stays in the background. His main role is to draw out more active participation from the students. He encourages interaction among the members to clarify conflicting views.

Finally, students summarize reasons presented with the help of the teacher.

F. Resources

The strategy uses group discussions, writing and role playing. Role playing is done to introduce the dilemma. Group and class discussions follow after the views are presented. Reasons for choosing such views are presented during discussion and in writing.

Value Clarification On Human Sexuality
Group II Practitioners' Workshop Model

A. Content: Human Sexuality

B. Audience: High School Students

C. Goals: Resolving a Moral Dilemma (A Close-ended Approach)

1. Developing empathy among students (through a story)
2. Formulating resolutions to improve attitudes

Story (Springboard):

This is a true story of a teenaged girl who became pregnant in her fourth year in high school. Nobody noticed her condition, not even those whom she closely associates with, e.g., her classmates, teachers, and especially her parents.

On the day she was to deliver her child, the girl decided to solve her problem by doing it in the school's comfort room at a time when nobody was around. She suppressed the baby's cry by stuffing socks into its mouth, suffocating and killing the infant. The girl got confused and decided to dispose of the baby through the toilet bowl. Unfortunately she was discovered.

Note: This is the situation from which value clarification will be made.

Implication to be derived from the story:

Girl was raised in a big family that has distorted views and wrong sense of values concerning human sexuality.

D. Valuing Process: Strategy 2 - Exploring Feelings

	Teacher	Students	Follow-up
1.	What is the story about?	Give the facts in the story	Where might have the story happened?
2.	Do you think the parents are aware of their daughter's condition?	The students make guesses.	Why do you think the parents failed to notice their daughter's condition?

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	Teacher	Students	Follow-up
3.	What might have happened to this girl if her condition was known?	Explain what they think will happen to the girl if her condition was discovered.	Clarification of responses.
4.	Why do you think the girl decided to give birth in school?	Give views on why she has done it.	Probe into the answers of the students.
5.	Why did the girl suffocate her baby?	Give answers or views.	Seek clarification of responses.
6.	Have you ever heard of a similar story?	Narrate or discuss experiences.	Ensure detailed description of events.
7.	What did you feel when you heard the story?	Describe the mixed feelings.	Provide support if necessary.
8.	Do you think that was a good or bad thing to do? Why?	Justify actions or regret having done such.	Accept whatever response is given. Don't make any value judgements.
9.	What could have the girl done?	Describe what else could have been done.	Ask for justification of each of the alternative actions.

E. Resources: Short stories taken from actual life situations and experiences.

Value Clarification On Delayed Vs. Early Marriage
Group III Practitioners' Workshop Model

A. Content: Population Issues - Late Marriage vs. Early Marriage

B. Audience

The target includes intermediate and high school students whose ages range from 11-17. This age group belongs to early and middle adolescence, characterized by rapid physical and emotional changes. Children at this age level experience value conflicts and emotional uncertainties. At this stage, they tend to idolize and idealize. They also begin to be conscious of themselves and at the same time begin to be attracted to the opposite sex.

C. Outcomes or Model

a. For ages 11-13 (intermediate and early high school), the aim is to present an open-ended isssue on the advantages and disadvantages of late and early marriages.

b. For ages 14-17 (third year and fourth year) the strategy will make use of both open-ended and close-ended approaches.

D. Valuing Process

a. Springboard

1. Pictures of young newly married couple and middle-aged newly married couple will be shown to the class.

2. Role playing situations depicting early and late marriages will be undertaken.

b. Procedure

	Teacher	Learner	Teacher Follow-up
1.	Teacher presents pictures of two newly married couples - one young and the other old.	Students react	Teacher provides situations
2.	Teacher asks pupils and students to hypothesize why two newly married couples got married at those ages.	Students/pupils hypothesize or make predictions	Accepts hypotheses

	Teacher	Learner	Teacher Follow-up
3.	Teacher gives situations for role playing	Role playing	Asks additional questions for clarification
4.	Ask pupils to examine and verify their inferences.	Classify findings	
5.	Asks pupils to relate similar or related stories about late and early marriages.	Learners describe similar events.	Teacher relates similar situations on early and late marriages for purposes of reinforcement.
6.	Teacher asks pupils/ students' feelings/ positions about the matter.	Students cite reasons for their feelings.	Seeks clarification, provides support if necessary.
7.	For record purposes teacher may ask students or pupils to take their stand and give their reactions.	Pupils/students write down their stand on the subject.	Reads thoroughly pupils' work to find out effects of value-clarifying processes.

Appendix 1

LIST OF POPULATION EDUCATION
RESEARCH UTILIZATION CONFERENCE PARTICIPANTS

I. Practitioners' Conference (April 27-30, 1976

Group I

1. Dexter Danao - Teacher, Nueva Viscaya Central School
2. Vivina Jalosjos - Teacher, Mias Elementary School, Katipunan, Zamboanga del Norte
3. Cristircena Robles - Teacher, Isabela Central Pilot School, Isabela, Basilan City
4. Carmencita Magabo - Teacher, T. Paez Elementary School, Pasay City
5. Reynaldo S. Aniana - Teacher, Rizal High School, Pasig, Rizal
6. Hilda Revil - Division Supervisor, Division Office, Masbate
7. Arnold Molloneda - Division Supervisor, DEC, Region XI, Davao City
8. Rhodera Vinluan - Teacher, Sta. Barbara High School, Sta. Barbara, Pangasinan

Group II

1. Flotilda Perez - Teacher, Tayabas East Elementary School, Quezon
2. Luz Paz - Teacher, J. Abad Santos High School, Manila
3. Adoracion Capunitan - Teacher, Pagkakaisa Elementary School Laguna
4. Macario Cabico - Teacher, Talavera National High School, Talavera, Nueva Ecija
5. Rosemarie Mamauag - Teacher, Novaliches Elementary School, Quezon City
6. Rogelia Manso - Teacher, Dumaguete City Elementary School, Dumaguete City
7. Soledad Dilao - Division Supervisor, Division of City Schools, Quezon City
8. Marietta Fernandez - Division Supervisor, DEC, Region IX, Quezon City

Group III

1. Corazon Puno - Teacher, Cabanatuan West Central School, Cabanatuan City
2. Victoria Enojado - Teacher, Camarines Sur School of Arts and Trades, Naga, Camarines Sur
3. Mercedes de la Cruz - Teacher, Mayugpo Elementary School, Davao del Norte
4. Visitacion de la Serna - Teacher, Causagan Elementary School, Davao del Norte
5. Violeta Tolentino - Division Supervisor, Division Office, Bataan

6. Elizabeth Tanchuan - Division Supervisor, Leganes Barangay High School, Leganes, Iloilo
7. Teresa Buena - Teacher, Dulay Central Elementary School, Tacloban, Leyte

II. Administrators' Conference (June 15-18, 1976)

Group I

1. Francisco Gonzales - Superintendent, Zamboanga del Norte
2. Rosalinda Valino - Assistant Superintendent, Pasig, Rizal
3. Elena Benjamin - Superintendent, Laguna
4. Pura Liban - Superintendent, Dumaguete City, City School Division
5. Pascual Galura - Superintendent, Marikina School of Arts and Trades

Group II

1. Loreto Riego de Dios - Superintendent, Cavite
2. Fe Manza - Superintendent, Olongapo City,City School Division
3. Natividad Herella - Assistant Superintendent, Batangas
4. Lirio Ruiz - Superintendent, Bulacan
5. Andres Fonacier - Superintendent, Ilocos Norte

Group III

1. Alipio Edrozo - District Supervisor, Batac, Ilocos Norte
2. Mamerto Paragas - District Supervisor, Lingayen, Pangasinan
3. Felipe Venturillo - District Supervisor, Puerto Princesa, Palawan
4. Natividad Villegas - District Supervisor, Cabiao, Nueva Ecija
5. Amor Peñaloza - District Supervisor, Pasay City

Group IV

1. Aquilina Lansang - Principal, A. Alberto Elementary School Manila
2. Remedios Camua - Principal, Bulacan
3. Jesusa Bautista - Principal, Quezon City
4. Avelina Llagos - Principal, Morong High School, Rizal
5. Innocencia Abellera - Principal, Bayombong, Nueva Vizcaya